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ABSTRACT

A program was established to improve communication between students and the guidance counselor at one elementary school where a lack of student-counselor communication had resulted in a lower priority given to guidance services. The goals of the program were to: (1) make students aware of opportunities to meet with the counselor; (2) have teachers send students to the counselor; (3) have at least 30% of the students talk with the counselor alone; (4) encourage at least 30% of the students to work with the counselor in a group meeting; (5) inform students of times when the counselor was talking with their parents about them; (6) talk with students about career choices; (7) consider and respect students' rights to confidentiality; (8) increase students' positive attitudes toward the guidance program; and (9) increase teachers' positive attitudes toward the program. The program incorporated developmental counseling techniques, affective skills, individual and group counseling sessions, and referrals for special needs and services. Teachers received newsletters to facilitate the guidance program's impact on the total school community. The program was successful in increasing communication between children, teachers, and the counselor to effectively meet the needs of the students. Increased communication established a team approach to guidance services, allowing children to become informed about and interested in their affective development. Twenty-eight references are listed, and the appendixes, comprising nearly half the document, include questionnaires and responses for students and teachers, newsletters, and planning documents. (NB)

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# PRACTICUM REPORT

Center for the
Advancement of Education
**Ed.D. Program**

## Increasing Communication Between Students and an Elementary School Guidance Counselor by Providing a Team Approach to School Guidance Services

by

Joyce A. Murawka

CG 0209919

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NOVA UNIVERSITY

# Increasing Communication Between Students and an Elementary School Guidance Counselor by Providing a Team Approach to School Guidance Services

by

Joyce A. Murawka
Cluster XVIII

A Practicum II Report Presented to the Ed.D Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova University
1987

PRACTICUM APPROVAL SHEET

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ABSTRACT

Increasing Communication Between Students and an Elementary School Guidance Counselor to Provide a Team Approach. Murawka, Joyce A. 1987: Practicum Report, Nova University Ed.D. Program in Early and Middle Childhood. Descriptors: Counseling Services/ Guidance Objectives/Counselor Teacher Cooperation/Teamwork/ Communication (Thought Transfer)/Counseling Effectiveness/Elementary Education.

There was a lack of communication between the children and the guidance counselor which resulted in a lower priority given to guidance services. Children were not aware of the guidance services available, the type of guidance that was necessary to help children overcome problems to bring about change, and often felt insecure as to how to best further their abilities in a meaningful way. Counseling opportunities were not the first option that came to mind when children needed information, made decisions, or solved problems. The problem was that children and the guidance counselor were not working together, constructively, as a team to meet the needs and interests of the children.

The writer's goals were: (1) to have students become aware of and use opportunities to meet with the counselor; (2) to succeed in having the teachers choose to send their students to the guidance counselor; (3) to meet at least 30% of the students talking to the guidance counselor alone; (4) to encourage at least 30% of the

students to work with the guidance counselor in a group meeting; (5) to inform students of the times the counselor was speaking to their parents about them; (6) to talk with students about career choices, (7) to consider and respect the students' rights to confidentiality; (8) to increase the students' positive attitudes toward the guidance program; and (9) to increase the teachers' positive attitudes toward the guidance program. The program incorporated developmental counseling techniques, affective skills, individual and group counseling sessions, and referrals for special needs and services. Teachers received newsletters to facilitate the guidance program's impact on the total school community. They recommended that communication opportunities and the newsletter be continued and specific topics he planned for future evaluation.

This practicum succeeded in increasing communication between children, teachers, and the guidance counselor to effectively meet the needs of the students. Increased communication established a team approach to guidance services allowing children to become informed about and interested in their affective development. A team approach united students, teachers, and the counselor in the design of a program that was meaningful to elementary children and helped develop their potential.

# CHAPTER I

# INTRODUCTION

## Description of the Community

The writer is working in the fourth largest school system in the nation as an elementary school guidance counselor. This school system has been successful in serving the various needs of its children as well as the influx of children from varied countries. Public perception in the community is changing and there exists a current trend back to public schools. The community, corporate and community leaders, and parents are supporting the educational programs of the public schools. The schools exist to build a better and more fulfilling future for all the youth of our community, our hope for tomorrow.

The educational advantages of the area are unlimited. Some include:

1. national parks with their plant, animal, and marine life
2. a large theme park committed to education as well as entertainment
3. a space center demonstrating current technology
4. a large seaport with its ocean liners and cruise ships and visiting ships from throughout the world
5. a large metropolitan area that is the gateway to South America

6. metropolitan living with its opportunities and resources such as the zoo, museums, art galleries, airport, etc.
7. the cultural mix of the nearby metropolitan area provides opportunities for learning about others and how they live.

Last summer the School Board approved a project that will move toward decentralization of the school system. This project placed a greater emphasis on each school as an individual entity, whose problems unique to itself, will best be solved at its level. The school system is a public endeavor. It exists by and for the people it serves.

The school setting the writer works in is a school of approximately 720-730 students of diverse national origins and cultural backgrounds. The school's close proximity to a large city provides the cultural and educational benefits of a large metropolitan area.

The student handbook for the school describes the purpose of the guidance program as to help each individual student achieve his highest growth mentally, emotionally, and socially. This is accomplished in several ways:

1. Helping the new student feel at home in the school with new teachers and friends in a different setting.

2. Holding individual conferences whenever a student, a teacher, or the counselor deems it necessary.
3. Designing a testing program to help the student learn as much as possible about his/her capabilities.
4. Having the counselor welcome the opportunity to talk things over with any student, parent, or teacher.

The district administrators challenged the writer to conduct a successful development counseling program within the parameters of the principal's policies. With the professionalism and cooperation of other school counselors and district administrators, the program groundwork was implemented. The school system provided the utmost cooperation, from the director of student services through the many departments involved in the school system.

The principal is responsible for all administrative decisions and supervises the guidance program for the school. She is extremely supportive of counseling services. She has a close relationship with the parents of the community. The education of the children in the school is a faculty-team effort on behalf of the child and his parents. The parents are supportive of educational practices and policies directed toward academic and social achievement for their children.

Author's Work Setting and Role

The writer comes from a close knit family with one sister and two brothers. She received her Bachelor of Education degree and immediately upon graduating was hired to teach intermediate students in an open classroom situation. She had the opportunity to teach junior high math and science while managing a science lab and acting as science coordinator in a private school.

Upon completion of her master's degree, the writer facilitated a school based gifted program serving the gifted children in a public elementary school in grades two through six. The writer's current position is as an elementary school guidance counselor, currently certified for elementary education, junior high math and science, senior high math, gifted education, and guidance and counseling.

The emphasis of the county policies in elementary school guidance is developmental in nature. Developmental procedures are those advocating or using a framework of normal development rather than a problem-centered focus, for children who do not exhibit a specific learning or adjustment problem. Children exhibiting a specific problem will be referred for therapy to another counselor or agency.

Consulting activities are an important role of the elementary school counselor. The counselor spending time with a teacher, parent, or other adult strengthens the efficiency and impact of interventions and provides an indirect service to children.

Guidance services include:

1. providing counseling for children on a group or individual basis to remediate behavioral, academic, and personal student concerns,
2. providing instruction in preventive mental health activities such as problem solving, developmental issues, or values clarification,
3. conducting small groups for cultivating more harmonious peer interactive and developmental awareness,
4. participating in the Child Study Team for placement and programming decisions for students,
5. leading parent conferences to promote parents' understanding of their child's academic progress, behavior, growth, and developmental issues,
6. effectively resolving student-teacher conflicts,
7. coordinating standardized testing and assist the interpretation of results to students, parents, and teachers
8. facilitating the introduction of new students and their parents to the school community,

9. discussing goal attainment to teach students to set goals and monitor their progress toward these goals,
10. implementating of preventive strategies that affect the learning process of the majority of the student body.

The ultimate goal of the guidance program is to help each student become an effective citizen in a democracy, to develop and accept the responsibility and obligations of good citizenship that will help the child participate successfully in the world of tomorrow.

# CHAPTER II

## STUDY OF THE PROBLEM

### Problem Description

There was a lack of communication between the children and the guidance counselor which resulted in a lower priority given to guidance services. With increasing attention given to children's achievement being demonstrated on standardized tests, a lesser value was often placed on the affective development of children. Active involvement in the social and emotional development of children required cooperation, information, and planning. Preoccupation with goals, objectives, evaluation, programs directed toward excellence and the issue of accountability and professional standards all exert pressure for time and attention. Unless children were having emotional or learning problems, guidance and counseling services available were not being used to their advantage.

There was no set plan of communication between elementary children and the guidance counselor to work together constructively. Children were not aware of the guidance services available, the type of guidance that was necessary to help children overcome problems to bring about change, and often felt insecure as how to best further their abilities in a meaningful way. Counseling opportunities were not the first option that came to mind when children need information, made decisions, or solved problems. The problem was that children and the guidance counselor were not working together, constructively, as a team to meet the needs and interests of the children. Unless counseling was perceived by the children, their parents, and teachers as important and utilized, the

benefits for many children during their educational experience was negligible.

Problem Documentation

A beginning of the year questionnaire for students (See Appendix A) evaluated previous guidance services and documented the existence of the problem. The questionnaire evaluated the guidance services, obtained objective feedback on the amount and variety of activities previously provided, and reflected the guidance services suited to the school's program needs. The results of the questionnaire (See Appendix A) gave documentation of the existing problem. The majority of the students participating in the survey gave negative responses in major areas in student services.

The survey to determine students' opinion and knowledge regarding guidance services was completed and collected at a total classroom affective activity in a fourth grade class. A majority of the respondents gave negative responses to the survey. Half of the respondents did not know or were not sure of the counselor's name. The majority did not know what she did at school.

From the results of this survey, the writer concluded that students felt:

1. Students were not aware of opportunities to meet with the guidance counselor.

2. Teachers could send students to the counselor but were not choosing to do so.
3. The majority of students have not talked to the counselor alone.
4. The majority of students have not worked with the counselor in a group meeting.
5. Students were not aware of the counselor speaking to their parents about them.
6. Students had not talked about career choices with the counselor.
7. Students felt that their right to confidentiality was not respected.

The writer recommended that:

1. Students desired and needed information and guidance services from qualified personnel.
2. The counselor should survey students' opinions while determining priorities in student services. Students should then take active roles in school implementation plans.

Causative Analysis

In order to have an impact on the school community, the productive contact with and the support of the students and teachers was absolutely necessary for the school guidance counselor. This

contact and support did not naturally come with the job but was actively developed. Lines of communication were established for the counselor to successfully function. A large portion of contact occurred around specific students and long-range objectives for those students. Another aspect of communication often ignored was finding out which students needed the counselor's services as well as when and how the counselor would help them.

A number of factors had contributed to the problem. The orientation of the counselor as well as the support of the staff for the program developed by the counselor was important. If the administration and teaching staff enthusiastically approved of the guidance program, then success and cooperation were likely to occur. A lack of communication accounted for the lack of knowledge on the part of teachers and students concerning guidance services.

The counselor might be spending time on activities that were not of value to teachers, parents, or students. Many times counselors spent time on activities that were outside of their job description or that provided personal satisfaction. Individual counseling might be far more personally rewarding then career or educational counseling. Yet parents and students were in need of educational counseling.

Counselors sometimes spent more time in their offices away from students and teachers. Students and teachers needed access to the counselor in order to use guidance services. Communication was

essential for good public relations, since knowing about activities and services encouraged others to use the services. Sharing successes focused attention on improvement in areas for others, allowing students seeing change and a helping relationship in action to seek the same opportunity for themselves.

## The Related Literature

Blum (1986) reported that in order for a guidance counselor to have an impact on the school community he/she must have contact with, and the support of, the children, parents, and teachers in that school. This contact and support must be actively pursued. He outlined some commonsense steps to help develop these relationships. Counselors survived on constant communication with students, teachers, and administrators. If elementary school counselors were to survive, visibility to their students, schools, and communities was of prime importance. Counselors must know themselves and what they could offer and were willing to offer. The school counselor must be flexible to perform any necessary tasks at the proper time and place. Blum considered sociability a necessity to reach the goal of working toward a positive mood in the school for adults as well as students.

Allan and Barber (1986) reported that more research was needed on how counselors can help teachers and students. The authors'

background and experiences in consulting with teachers revealed that teachers needed the opportunity to share and ventilate their problems and feelings with the counselors which led to a sense of relief and renewed purpose to begin again. Listening to teacher concerns helped counselors develop a clearer understanding of teacher problems and allowed teachers to generate their own solutions. In the process of communication the counselor came to learn new management techniques because of the teachers sharing their successful strategies.

Stiltner (1978) surveyed how counselors could help teachers, parents, and students. Each group had different needs. Teachers desired consultation regarding helping their students learn academic and behavioral skills, to resolve conflicts, to develop better self-concepts and to understand feelings. Parents desired to know what to do when their children caused problems, how behavior was affected by feelings, what their children's strengths were, and how to help their children achieve satisfaction in what they do. Students in Grades one through six wanted help with friendships, job and career awareness, identification of personal strengths, and study skills. Students expressed a low interest in having a counselor assist in getting along with parents and teachers, understanding themselves, and talking about feelings.

Downing (1986) reported the use of suggestion has not been fully tapped by teachers and counselors. By focusing on positive capacities and traits, teachers and counselors influenced children to give up self-defeating behaviors and adopt appropriate behavior. In two schools where the counselors gave systematic affirmation presentations to the teaching staff, the groups were easily convinced of the value of using positive suggestion and reported that they found it impossible to develop affirmations for or with students without becoming more positive about the children.

Collaboration among colleagues could help to eliminate professional isolation and lack of parity with other professionals (Nelson, 1986). Isolation in classrooms, lack of even modest resources, scarcity of time for extended conversations with colleagues, no permanent study space or access to a telephone, and no ability to delegate administrative activities all formed a barrier to professionalism.

Counselors were familiar from their training with methods of helping people understand themselves. One important skill a counselor acquired was teaching people to effectively communicate with others. Most school counselors use their skills of communication when working with parents and students (Hammond & Schultz, 1980). It was also necessary for counselors to use their communication skills in their interactions with teachers, staff, and administrators (Edgemon, Remley, and Snoddy, 1985). Guidance

counselors should take the initiative in creating an environment where teachers and students felt free to consult and work with the counselor.

Morin (1986) outlined supportive steps she would take in developing a sharing relationship with teachers. She would write newsletters, personal notes and fliers to all teachers to give updates, share ideas and show gratitude for teacher contributions. She took an active part in school programs and activities, had a display space, placed materials in the school and public library to increase awareness of efforts, attended fieldtrips and guest speaker engagements, photo-documented progress and shared the photos with teachers and staff, and developed teacher committees for special projects and events. Her basic steps reflected a total perspective of the entire school community. This perspective viewed change as a personal, emotional process accomplished by individuals rather than by institutions. The development of lasting professional relationships grew out of enjoyable, effective, sharing processes.

A review of the literature revealed the important role of communication in establishing a working relationship between students, teachers, and a guidance counselor. The need existed for establishing an ongoing dialogue throughout the school year. Teacher-counselor collaboration was useful to (a) assess needs,

(b) generate and refine ideas, (c) state and focus the objectives that would give greatest psychological gain for the students, (d) gain feedback on progress, and (e) learn counseling techniques (e.g., how to communicate with students, how to help them clarify issues, how to develop action plans to accomplish goals), (Allan and Dyck, 1983). One important outcome of the counselor-teacher relationship was the change in the teacher's view of the role of the counselor. The feedback by the counselor was a source of growth and encouragement for the teacher.

To establish networks that complemented children's development including physical, mental and educational, adult leaders must plan collaborately (Dlugokinski, 1983). Counselors, teachers, school administrators, nurses, and volunteer coordinators in the schools needed to establish networks for planning an effective support system for children (Dlugokinski, 1984).

Dlugokinski (1984) also pointed out that there was a simple way to develop strategies for effectiveness and cooperativeness. Each school must develop responses that met the needs of its unique population and setting. He reported that picking a strategy, giving it priority, committing time and energy to work on it, and developing a capacity to learn from one's mistakes were proven vehicles to accomplishment.

Hargens and Gysbers (1984) challenged counselors to make a transition from the ancillary services concept of guidance to that of a comprehensive, developmental program that was an equal partner with other educational programs. Making this transition was difficult and complex because counselors are changing their program while living in it. Hargens and Gysbers (1984) state four assumptions to base the program on. First, guidance was a program including:

1. learner outcomes in areas such as self-knowledge and interpersonal relations, decision making and planning, and knowledge of life roles;
2. activities and processes to assist students in achieving these outcomes;
3. professionally recognized personnel; and
4. materials and resources;

Second, guidance programs were developmental and comprehensive. Third, they focused on the development of individuals' competencies, not just the remediation of their deficits. Finally, guidance programs were built on a team approach. All the staff was involved with the certified counselor, as program coordinator, providing direct services to children, as well as work in consultative relations with staff members.

Cole (1986) suggested that counselors are kept from achieving excellence for several reasons. The first was the lack of a written developmental guidance program or no program planned at all. A second factor was the counselor primarily worked with student problems when parents and children tell us they need career and educational counseling. A third factor was the counselor acceptance of inappropriate tasks outside his/her assigned roles. A fourth factor was failure to evaluate counselor effectiveness as professionals to determine satisfaction with the guidance program. A last factor was professional isolation where counselors remove themselves from the mainstream of the school.

Muro and Dinkmeyer (1977) reported that given the opportunity to be counseled, most children would volunteer. The counselor promoting self-referrals would be busy. Counselors should let students know what they do and that they are available. The children will then keep the counselor busy. When provided with an opportunity for talking in a secure climate, most children discussed how they feel in their own way. For those who cannot verbalize how they feel, the use of play media was helpful.

Gazda, Asbury, Balzer, Childers, and Walters (1977) found that the dimensions of concreteness, genuineness, and self-disclosure could be used to predict the degree of success of the helpee's help seeking. The degree to which children could be concrete and label

their problems, could be open and honest with their counselors, and could self-disclose at high levels would determine whether or not the children would benefit from help. Children requesting help made statements that could be classified into four categories based upon what they were seeking: (1) request for action, (2) request for information, (3) inappropriate interaction, and (4) request for understanding/involvement. Counselor involvement and communication should be appropriate.

Brown (1977) focused counseling sessions on attitudes, values, and decision-making skills. Children could learn to examine alternatives and become better problem solvers. The goal was to help children learn how to assume responsibility for their own behavior. The framework selected for implementation of their goal was an eclectic one. Aspects of Freudian theory, existential counseling, client-centered therapy, learning theory, behaviorism, reality therapy, Adlerian therapy, and rational-emotive therapy were used throughout the counseling process. The Guidance Room was furnished and named to make children and other visitors feel welcome. Appointment slips were available to encourage self-referrals by the children, but always with the teacher's approval in advance. Since affective and cognitive domains were interdependent, counselors would be most valuable if they were actively concerned in the learning process. Children cannot have thoughts without feelings or feelings without thoughts.

A review of the literature and an analysis of educational practices showed a concern exists in education for individual development and that counseling was often seen as the vehicle to accomplish it (Gysbers & Moore, 1981). It was suggested that activities and procedures were needed to assist children in monitoring and understanding their growth and development in terms of their personal goals, abilities, values, interests, and aptitudes so they could take steps on their part to meet their needs. This required that counselors serve as personal development specialists. Personalized, continuous contact and involvement with children would be required.

Gibson, Mitchell, and Higgins (1983) suggested that developmentally oriented counselors should use as much time as possible to assist in the faculty to create a school and individual classroom learning environment that would assist in the prevention of student traumas. Group counseling approaches could be used to reduce the need for individual counseling. More effective expenditure of counseling time would be derived from the use of counseling in groups.

Shields (1986) described human relations techniques to give counselors the recognition they deserve and improve the school's image.

Techniques included the following:

1. Know the important contact people in the community.

2. Keep a file of guidance related issues.
3. Keep administrators informed of positive things happening in guidance.
4. Create a speakers bureau on guidance related topics.
5. Be aware of professional articles that can be developed from your reports and memos. Doing these types of things were fundamentals of good public relations.

Aubrey (1986) reported that to be a part of educational excellence, counselors must develop a knowledge base that has meaning and credibility to fellow educators, students, parents, administrators, and the community at large. They must pass this knowledge base along to others. To know and do career development required constant updating on labor trends, employment statistics, job shifts, and more. Counselors needed a recognizable sphere of expertise that was prized by the publics they served and worked with. Counselors could handle the area of human development and individual differences as an area of true expertise that few in the schools possess. Counselors must build support bases to be called upon for encouragement and help. They might work with groups of children, teachers, or parents because it was more efficient than a one-to-one approach. Knowledge of computers would greatly increase the counselor's knowledge base and information capacity. As advocates of children, counselors should be examining the impact of reform on mental health of students. And all counselors working in schools should affiliate with an organization of their choice to work with social, political, and economic forces affecting them and their children.

# CHAPTER III

## ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

### Statement of General Goals

A flow of communication between the children, teachers, and the guidance counselor was essential if the guidance program was to effectively meet the needs of the students and help develop their potential. Students would exhibit interest and participate in guidance programs and activities to enhance awareness of and appreciation for themselves and others. Growth would be experienced when children recognized themselves as individuals with problems unique to themselves sometimes, or sometimes common to all children their age.

The major goal of the practicum was that increased communication would establish a team approach to guidance services allowing children to become informed about and interested in their affective development. Implementing the practicum would unite students, teachers, and the guidance counselor in the design of a guidance program that was meaningful to elementary children. This program would incorporate developmental counseling techniques, affective skills, individual and group counseling sessions, and referrals for special needs and services.

The following chart was to be used to demonstrate the relationships between the goals or the end result, the evaluation tools to be used, and the standard of achievement to be met that would demonstrate success. A discussion of the components of the chart follows in the remaining sections of Chapter III and was referred to in Chapter IV.

| The End Result | Evaluation Tool | Standard of Achievement |
|---|---|---|
| 1. Students are aware of opportunities to meet with the guidance counselor. | Questionnaire | A 30% increase in use of guidance services. Question #3. |
| 2. Teachers sending students to the guidance counselor. | Referral form | Each teacher referring at least three students for counseling services. Question #5. |
| 3. At least 30% of the students talking to the guidance counselor alone. | Designated form with checks given as each student is seen. | At least 30% of the students talking to the guidance counselor alone. Question #6. |
| 4. At least 30% of the students working with the counselor in a group meeting. | Form for group meetings with identified goals and objectives. | Having 30% of the students meet with the counselor in a group meeting. Question #7. |
| 5. Students are aware of the counselor speaking to their parents about them. | Questionnaire | A 30% positive response to Question #15. |
| 6. Students talking about career choices with the guidance counselor. | Questionnaire | A 30% positive response to Question #16. |
| 7. Students feeling that their right to confidentiality is respected. | Questionnaire | A 30% positive response to Question #21. |
| 8. A positive attitude toward the guidance program by students. | Short essay on guidance services. | A positive response in 30% of student essays concerning guidance program strengths over dislikes. |
| 9. A positive attitude toward the guidance program by teachers. | Oral questionnaire. | A positive response in 60% of teacher responses. |

*All questions are from Elementary Guidance Questionnaire (Appendix A).

The goals or end results desired for this practicum experience included:

1. having students be aware of and use opportunities to meet with the guidance counselor;
2. succeeding in the teachers choosing to send students to the guidance counselor;
3. meeting at least 30% of the students talking to the guidance counselor alone;
4. encouraging at least 30% of the students to work with the guidance counselor in a group meeting;
5. informing students of the times the counselor was speaking to their parents about them;
6. talking with students about career choices with the guidance counselor;
7. considering the students' rights to confidentiality and respecting those rights;
8. increasing the students' positive attitudes toward the guidance program; and
9. increasing the teachers' positive attitudes toward the guidance program.

In summary it seemed that students wanted to be involved in guidance activities but lacked the vehicle, time, and information necessary to introduce them to guidance procedures. It was the goal of the practicum to introduce a communication plan that would bridge the gap between elementary students and the guidance counselor in the simplest and shortest way.

Behavioral Expectations

In order to meet the goal of increasing communication to establish a team approach to guidance services for informing students in regards to the guidance program in general and their affective development in particular, the following outcomes would be addressed:

1. achieving a 30% increase in opportunities for students to meet with the guidance counselor;
2. utilizing the guidance services by teachers referring at least three students each for counseling;
3. planning opportunities for the guidance counselor to meet with 30% of the students alone;
4. involving at least 30% of the students in a group meeting with the counselor;
5. relating a positive response by at least 30% of the students to question 15 that they are aware of the counselor speaking with their parents about them;
6. using a 30% positive response for questionnaire item number 16 to confirm students talking about career choices with the guidance counselor;
7. using a 30% positive response to item 21 on the questionnaire to show students feelings that their right to confidentiality is respected;

8. finding at least a 30% increase of likes over dislikes of the guidance program as listed in student essays; and
9. achieving a positive response in at least 60% of teacher responses to the oral questionnaire concerning guidance services.

Evaluation Instruments

Fourth grade students would complete pre and post questionnaires indicating their opinions on the guidance program and the writer's involvement in the guidance program (see Appendix A). The questionnaire was a 22 item instrument that asked questions about the guidance program and surveyed what role the counselor had in that program from the children's perspective. The questionnaire would be administered to 30 fourth grade students in a 30 minute class period. A sampling of questions pertaining to each of the goals and objectives of this practicum was contained in the questionnaire to serve as the instrument of measurement of objectives accomplished and an evaluation of the guidance program. Results of the questionnaire were be reported in Chapters IV and V of the final practicum report. If negative areas of the former guidance program were eliminated in the post questionnaire by the participants and others see the practicum guidance program as a desirable alternative, the practicum would be perceived as successful.

Other evaluation tools were selected to be used to measure the objectives. A referral form used by the teachers to refer a student for counseling services is computer recorded and a hard copy of the service is placed in the students' cumulative record would be one tool. A piece of paper would be carried by the writer to record checks as individual students were seen in informal settings as another tool to record objectives being met. A short essay on guidance services was another tool where children were to be asked to respond to guidance services in the following areas: (1) I think that the guidance program is: (2) I think the counselor is: (3) Some things I have learned from the counseling sessions are. An oral questionnaire was a tool to be administered to teachers where they were asked to complete the following statements.

1. The change that tends to occur after students have had reasonable contact with the counselor is _____.
2. The counselor has been able to help me with _____.
3. The best result of the guidance program was _____.

This material was not included in the Appendices because of its relevancy here but short content.

After the post questionnaire was to be administered at the close of the practicum implementation period, the writer would record student responses to individual questions on a master sheet. The results were to be arranged in a table format to be compared with the scores given at the beginning of school survey of student perceptions (See Appendix A). The writer would report the responses,

results, drew conclusions, and make recommendations based on the information gathered from the students concerning the guidance program and the role of the writer in the implementation period.

# CHAPTER IV

# SOLUTION STRATEGY

## Discussion and Evaluation of Solutions

School counselors are associated with a greater number and variety of guidance and counseling activities than ever before (Hargens & Gysbers, 1984). Counselors are expected to work on the curriculum, conduct placement, follow-up activities, and follow-through activities, do specialized testing for identified children, and participate in community work with business and industry. They are also relied upon to conduct crisis counseling, teacher and parent consultation, testing, scheduling, and other administrative/clerical activities. They might want to address many new expectations but find that the pressure of their duties conflicts with and deters them from doing so. The challenge counselors face is how to make the transition from the ancillary services concept of guidance to that of an extensive, developmental program - a program which is an equal partner to other educational programs. Making the transition is hard and complicated because it includes doing mandated duties while experimenting with new ideas. It could be accomplished, but it is hard, exhaustive, and often frustrating.

Guidance as a program has similar characteristics to other educational programs. A first characteristic is learner outcomes or competencies such as decision making, planning, and interpersonal relations. Second is processes and activities designed to aid

students in achieving these competencies. A third characteristic is qualified, professional personnel. A last one is that resources and materials are needed to implement the desired program.

School counselors of the St. Joseph, Missouri, School District were involved in the process of making a transition from an organized structure of guidance services to that of a comprehensive and developmental program. Over the past three years counselors had been added, student-counselor ratios were changed, clerical staff were added, and time consuming activities were changed. The guidance department developed a guidance curriculum, learning activity packets, and an every-other-month inservice program. The counselors used a step-by-step remodeling process proposed by Gysbers (1978) and elaborated on by Gysbers and Moore (1981). Their process for changing a program involved six steps:

1. Decide what to change.
2. Get organized and form work groups.
3. Assess the current progam.
4. Select a program model.
5. Make the transition from the present program to the model program.
6. Evaluate the program.

This remodeling process seemed to address the concern of this practicum. The decision for change involved the goals of this practicum. The organization and work groups were addressed in behavioral expectations. The assessment of the current program was accomplished by using the questionnaire. The program model selected addresses guidance curriculum, individual planning, responsive services, and system support (Gysbers & Moore, 1981). The guidance curriculum contained structural guidance activities in kindergarten through sixth grade. The individual planning component could include activities that aid children to understand and monitor their growth and development. The responsive services included such activities as counseling, consultation and referrals. Contained in the system support area were activities necessary to support the other three components such as registration, research, testing, orientation, inservice, and curriculum development. Priorities and time allotments were set after a program structure was established.

The implementation period would assist in the transition between the former program and the intended program for student services. The evaluation for the program would be planned for the end of the implementation period.

Crabbs (1984) considered it imperative that counselors identify the type of information they wish to communicate and the target group they wish to give the information to. Thought should be given

to different types of presentations. Counselors should communicate in a clear and orderly manner and should emphasize how the elementary school guidance program was beneficial for children. This reference provided a partial solution to the problem of increased communication. Short items of interest concerning guidance issues, abstracts of techniques or journal articles might be presented in a newsletter format to inform children and teachers on the activities in the guidance program. The newsletter would provide the communication vehicle that is necessary.

The issue of role definition does not supply easy answers for counselors (Bonebrake and Borgers, 1984). The issue was complicated by the fact that counselors serve several publics including administrators, community, parents, teachers, and students, each of which have different expectations. Counselors must prioritize their activities and implement those they considered to be important. A visible well documented, and carefully evaluated program would help others understand the counselor's role and functions (Bonebrake and Borgers, 1984). Information communicated in this manner would help to inform students and teachers in areas involving student services.

Matthews (1986) viewed current budget cuts and large student-counselor ratios as conditions that would concern counselors about their visibility. Counselors could increase awareness of their

role by serving as consultants for schoolwide programs. By initiating and coordinating procedures that teachers could administer in the classroom, the counselor promoted a guidance program in action. Bundy and Poppen (1986) reported how elementary school counselors were consulting with teachers by examining 13 studies. In 10 of the studies, the effects of consultation were significantly positive. The results of the studies show that changes occurred in behaviors and attitudes of parents, teachers, and children. Consultation worked when it was conducted in a planned, organized manner.

School counselors could become a valuable resource for the children and teachers by offering ideas for intervention according to Willis and Power (1985). Counselors have valuable insights into particular problems. Some of the contributions they could make included (a) providing ideas for the parent-teacher conference in regards to the classroom problem, (b) developing suggestions for classroom programs on self-esteem and a sense of belonging and (c) identifying and explaining to the children and teachers individual counseling approaches that were relevant for children's problem behaviors. The teacher was sometimes in a role that necessitated the use of counseling strategies to eradicate behavior problems being expressed in the classroom. If children were to be helped, a working relationship between the counselor and the teacher should be

formed, with the teacher taking some of the responsibility for the implementation of an intervention plan. Counselors could help the teacher shift the frame of reference through which the student was being viewed and could offer some basic skills such as careful listening, showing concern and interest, and paying attention to feelings, to develop more positive relationships. Willis and Power (1985) suggested a modification of Glasser's (1965) reality therapy. The following steps could be used to help children take the responsibility of becoming more involved with others:

1. The teacher can encourage children with problems to discuss what is troubling them.
2. The teacher responds to these feelings, showing empathy and replying, "What can I do to help you feel better?"
3. The teacher can suggest a simple, uncomplicated plan.
4. If the child agrees to the plan, encouragement is given.
5. The teacher obtains a promise from the child to try the plan and tell the teacher in 2 or 3 days if it was followed. The effectiveness of this method is the development of a relevant plan. The counselor can assist the teacher in formulating appropriate plans for needed intervention. Counselors and teachers can become valuable resources to one another. Teachers can provide early identifications of serious problems, and counselors may give suggestions on how to deal with the problem.

Several of the above references provided solutions to the problem addressed in this practicum. By adapting these solutions with a holistic approach and viewpoint, an organized plan could be developed to meet the needs and resolve the problem that existed.

## Description of Selected Solutions

In order to meet the goal of developing a team approach to guidance services with increased communication, two techniques were devised for helping children understand, appreciate, and encourage personal and emotional growth. Two procedures were established to help children and teachers receive ongoing information in regards to student services: (1) Teachers were encouraged to present and develop identified objectives in the health and social studies subject that were dealing with affective growth and development of children. (2) Students were encouraged to practice affective skills in the school, home, and community setting.

Guidance counselors should take the initiative in creating an environment where children, counselors, and teachers feel that it is comfortable and natural to work together (Edgemon, Remley, & Snoddy 1985). Because counseling and teaching both require interpersonal expertise, their work is somewhat related. When rapport is established, individual work between them can occur naturally. After a period of familiarization, the counselor can find ways to participate in grade areas and individually with teachers.

To develop the rapport with the entire staff the writer chose the newsletter format as suggested by Morin (1986). This vehicle gave the writer the opportunity to establish rapport with the entire faculty rather than a designated core group, as teachers responded to or used the materials from the newsletters. Teachers felt free to ask further questions or propose topics they were interested in. A monthly newsletter reaching the faculty and students served many purposes:

1. it served the entire faculty which had an impact on the total school community;
2. force was eliminated since teachers and students chose to participate or not participate according to their desires;
3. selected individuals were not singled out for participation but were more motivated to receive guidance materials on an individual basis;
4. materials in a newsletter received administrative clearance before distribution;
5. individuals used newsletter materials and information at their leisure; and
6. a newsletter format was ongoing, provided documentation, and effectively communicated organized information.

Personal notes, fliers giving updates, sharing ideas, and thank you notes for teacher and student contributions built a sharing relationship. Communication of this nature established rapport, aided in implementation of guidance services, provided added motivation to stress guidance services to students, and promoted a cooperative atmosphere. A lasting professional relationship grew out of an enjoyable, productive sharing process.

Student services plans for the school (See Appendix D) were written and implemented by the writer of this report. The plans listed objectives, activities and strategies, a timeline, the persons responsible, target population and evaluation procedures and expected outcomes. These plans were the written programs for student services at the school facility.

Report of Action Taken

Taking part in other school programs and activities added to the counselor's visibility. Participation in events sponsored by other staff members showed support of the individual, the worth of his/her program, and contributed to a sharing relationship. A list of activities and school programs supported and/or attended by the writer was compiled in the practicum log. The list of activities can be found in the final report (See Appendix E).

The final counselor's schedule (See Appendix F) was designed to provide total classroom affective activities to the entire student body. The schedule was set up on a rotating basis. It took 3

weeks to service the entire school with a developmental guidance approach in the 1986-1987 school year and the four weeks in the 1987-1988 school year due to increased enrollment. The counselor introduced herself to the students at the beginning of the school year as part of an orientation to the school scene. Guidance activities and procedures on how to obtain services were discussed. The counselor placed a box and contact slips in the school library to enable students to make self referrals in an easy manner. Because of the above procedures, students were able to approach or contact the counselor quickly when they were in need of special services.

Classroom teachers were all aware of guidance activities taking place in their classrooms since they remain in class during the counselor's presentations. This allowed teachers to follow through with activities, to reinforce and implement what the counselor initiated, do cooperative planning with the guidance counselor, and see counseling and management techniques modeled by the counselor. This scheduling allowed for a team approach to be implemented. Teachers alerted the counselor to observe behaviors of identified children. The counselor was able to alert the teachers to observed problems or concerns over identified students. Children were able to relate to the guidance counselor and classroom teacher concerning problem areas or concerns.

A list of materials and resources (See Appendix G) was developed as the guidance program was implemented. The list was part of the practicum log. The completed list was developed for the final report of the practicum experience.

Classroom activities for affective development were planned around a central theme with individual classes working on grade and interest appropriate materials. Materials and resources (See Appendix G) that were used during the implementation period are listed. One unit of affective development was the topic of friendship, with a sample of lesson plans and activities (See Appendix H) being presented.

Faculty activities were an opportunity to establish rapport and build relationships. Latin faculty and staff members planned a luncheon with all homemade latin foods. The entire staff and faculty were invited to join in on the festivities. A warm relationship between staff and faculty members was felt for weeks after the luncheon. References were often made to the abundance and variety of foods. Recipes were shared as well as cooking secrets such as preparing fluffy, delicious rice. Sharing took place at such a basic level that everyone could forget differences or pressures and communicate. Before school breakfasts served the same function. Each faculty member signed a list of prearranged items

designating what they wished to bring and the date or reason for the breakfast. The same feeling of closeness and sharing resulted from this collective experience.

The writer was responsible for implementation of the Adopt-A-Grandparent program that was developed between the children from school and residents of a nearby nursing and care center. The writer arranged for musical productions to be presented on a regular basis. The initial resistance was overcome as children saw such love and attention poured out to them from people they did not know. The faculty members saw their time and work appreciated as banners and cards were presented. The writer initiated a reading program for learning disabled students to be matched with identified residents to read together for one hour on a weekly basis. PTA parents chaperoned on a rotating basis in walking the students to the care center to meet with their "grandparent". The special education teacher reported an increase in motivation and better behavior on the part of students participating. The program motivated other students to be eligible to go. The parents came from their trip and reported the marvelous experiences they saw occurring as a result of these opportunities.

Counseling groups were formed according to priorities, needs, and interests. One counseling priority group was children who were retained for lack of academic achievement. These students worked on study skills, behavior patterns, task commitment, completing assignments and homework, and goal setting. Another counseling priority was dropout prevention. Students were identified according to several categories such as major exceptionality, age, stanines, grade point average, and suspensions. The students worked in identified areas with specific goals and objectives written to bring about growth and change. Forms for counseling groups (See Appendix I) documented the services given as well as goals, objectives, and evaluation of progress.

The solutions described were meant to:

1. Devise ways to develop a productive relationship between the guidance counselor and students.
2. Increase communication opportunities with students and teachers.
3. Provide individual and group counseling opportunities for children.
4. Explore and utilize materials to increase the childrens' affective development in the areas of problem solving, decision making, and self-concept.

5. Present children with classroom experiences designed to develop affective objectives as stated in the health and social studies objectives of the Balanced Curriculum.
6. Communicate ideas and needs with the guidance counselor on a formal or informal basis.
7. Utilize the services of the guidance counselor by referring students for counseling and/or the Child Study Team (CST) for special needs.
8. Provide a healthy learning environment in the classroom.

The implementation period was conducted using the materials read in preparation for this practicum experience and the review of guidance literature. Teachers were invited to participate as the writer established rapport in the new position. As teachers showed interest and concern, other resources were guided their way to increase the effectiveness of the program and establish the team approach. As students shared experiences, their increased enthusiasm motivated others to join in opportunities to bring about change.

A newsletter (See Appendix C) was written on a monthly basis to communicate guidance materials and total class scheduling. Teachers were informed of community workshops, guidance topics, affective activities, educational research on selected topics, and resources and materials available for their use. Oral responses by faculty

members opened opportunities for communication of goals and objectives of the guidance program which were discussed in terms teachers would understand and accept for their use. The newsletter format was chosen to inform teachers of the goals of the guidance programs and how working together the goals might be effectively implemented in the school environment. The newsletter upgraded the level of awareness of everyone involved.

Personal contact and total affective classroom activities were the writer's method of informing or inviting children to participate in the activities of the guidance program. An open door policy was encouraged with all children to meet their needs and teacher needs. A discussion of activities throughout the school year encouraged personal involvement as activities were available. Student Council, United Way Committees, career fair and counseling opportunities were some of the guidance activities used to involve students in the guidance process. Personal contact was also the writer's method of informing or inviting teachers not participating fully in the guidance program. The open door policy was encouraged with these teachers to meet their needs and those of their students.

Teachers received counseling forms (See Appendix I) to communicate services and opportunities available to meet student and teacher needs and bring about change through involvement and a team approach. Consultation sessions occurred because teachers had vehicles for communication. At consultation sessions further

services, information, training, and resources were made available. Plans for change were developed as a joint project. Referrals and community services were made available based on information shared by teacher and counselor. Parent involvement was often encouraged as a result of consultative sessions.

The students used a box and slips of paper in the library as a vehicle for self-referrals. The writer explained the function of the contact box which had a motivational design on it, at the first class session of the school year in each classroom. Students and teachers were aware that if a student needed to talk, he/she would leave a slip with his/her name and room number. The slips were small so that a message would not be written. If anyone tampered with the box, only names would be there. Confidentiality was maintained as students realized they had access to counseling and sharing opportunities. The writer was able to make interventions with parents when a serious issue or need arose. Teachers were cooperative in releasing students from class when it was initiated by a counselor request. Students knew the opportunity to talk existed. The vice principal while working on the annual school report brought a note from a student to the writer's attention. The student responded to the question "What do you think is special about your school?" The student responded that the teachers and children are nice to be with and you can always talk with Mrs. Murawka.

The practicum log documented the happenings of the practicum experience providing both a history and an evaluation. This recording tool was valuable in reporting the results achieved during the practicum experience.

A written account of the number of services supplied was an important indicator of parent, teacher, and student involvement. A log of phone conferences and written communications also served this purpose.

Using a beginning and ending questionnaire served three purposes. First, the initial questionnaire provided the writer with an indication of the feelings, attitudes, and current knowledge of guidance issues. Second, the questions were discussed in the classroom and served as a guide to direct discussion. Third, the closing questionnaire, which was identical to the initital questionnaire, served as an evaluation tool to measure achievement and accomplishment of goals for the practicum experience.

The practicum experience proceeded smoothly because of the extensive advanced planning. Having a plan allowed the writer to integrate the plan into existing situations to bring about change. The teachers, students, and school administrators in the writer's school were factors from whom the writer needed cooperation to assure success of the implementation stage of the practicum process. The Calendar Plan (See Appendix B) outlines the entire practicum experience.

The students were aware of opportunities to meet with the guidance counselor. Classroom affective activities, the writer's walking through the cafeteria at breakfast time on the way from the parking area to the main office, and the writer's walking out to the line-up area several mornings per week for visibility to students and teachers helped to achieve these results. Office secretaries would also leave messages from students and parents for special services.

As success with one student after counseling was established, teachers were eager to refer others. County policies dictated the need for services for retentions and drop-out prevention. Referrals by teachers increased with communication by other teachers and parents concerning success of their students or children.

Individual counseling sessions were scheduled for students with special needs. Students making self-referrals were met individually. Students with counseling on their Individualized Education Program (IEP) were counseled individually in their initial sessions. Retained students were counseled initially on an individual basis and placed in group for study skills, decision-making and organizational skills sessions. Administrative referrals were counseled individually from the start and later placed in groups for conflict resolution, coping with divorce, or behavior management skills. Students disruptive in group were counseled individually. Students at breakfast or in the line-up area requested time alone with the counselor.

Students met with the counselor in group for several reasons. Groups were conducted for study skills for retrainees, drop-out prevention, children experiencing their parents' divorce, conflict resolution, organizational skills, Student Council, United Way Student Campaign Fund, special education and gifted. The entire school was serviced in total classroom affective sessions. It took 3 weeks to service the entire school in the 1986-1987 school year and 4 weeks in the 1987 semester due to increased enrollment. The schedule appeared in the newsletter in 1986-1987. For the 1987 semester the schedule was arranged by grade level and week of the month. The first week allowed servicing the five kindergarten classes, the second week grades 1 and 2, the third week grades 3 and 4 and the fourth week was reserved for fifth and sixth grade students.

Parent conferences were an integral part of the counseling program. Students were aware of the parent speaking with the counselor for several reasons. If students were experiencing difficulties, a plan was devised to solve the problem. A daily progress report was often the vehicle used to establish communication between home and school. Students requiring disciplinary action often required a parent conference. Teachers often requested the counselor sit in on conferences requiring a special need, a resistant parent or a troubled child. Parents having very special concerns requested aid from the counselor. Referrals for special services, health services, family counseling or individual counseling were made in parent conferences.

Career education is an important part of the guidance program. In addition to a Career Day, career activities in Student Services Month, and career materials on display in the library, the guidance program includes a career component the writer used frequently in individual and group sessions. Preparing a child for the world of work in the future requires planning, current information on trends and technology, and a desire to try new ideas or ways of doing things. Creative thinking, decision-making skills, and risk-taking would be valuable skills for career education.

Students had to trust the counselor before they would disclose feelings and ideas. Confidentiality was maintained and tested by students. Students would see if the administration, teachers, or parents were aware of what they were telling the counselor. The writer advised the student that additional help would be sought for serious issues that would require help from others or needed interventions. Confidentiality was always an issue with peers. If a student told of a fight that might occur, an action against school rules, or a concern of theirs the writer used every precaution not to reveal the source.

A positive attitude toward the guidance program was maintained as a result of effort to present the program as a positive vehicle to be used by students. Disciplinary actions were referred to

administration for consideration. The counselor held the supportive position that the child could be separated from his/her behavior. The counselor could still respect the child but be disappointed by his/her behavior or the poor choice he/she made. The vice principals the counselor worked with always had a supportive attitude toward disciplinary actions.

Teachers verbalized a supportive and positive attitude toward the guidance program. Classroom presentations, parent conferences, interventions, parent conferences, interventions, consultations, workshops, newsletters, activities, and active listening all played an important role in establishing a framework for guidance services. When teachers were voting for a school-based management model guidance services were a top priority for financial consideration. Teachers requested more emphasis be placed and more help available to the counselor was discussed. For a QUIP plan for school improvement the faculty approved increased test scores, improved attendance, cultural awareness through the study of nations of the world on a school-wide basis, and a drop-out prevention program. The guidance program was influential in the implementation of three of the four components. The teacher of the year committee nominated the counselor as one of the 5 candidates for the school. Voting took place at a faculty meeting where the writer was chosen Teacher of the Year by her fellow teachers.

# CHAPTER V

## RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

### Results

The major goal of this practicum was accomplished because the teachers and students became more informed, interested, and involved in guidance activities. The specific objectives for the guidance counselor were met in the following manner incorporating developmental counseling techniques, affective skills, individual and group counseling sessions, and referrals for special needs and services. The outcomes and standard of achievement (See Appendix J) reveal the accomplishment of the goals of this practicum using the evaluation tools described in Chapter III. The post questionnaire results indicated the students opinions on the guidance program as well as the writer's involvement.

The success of this practicum experience was to be determined in part by positive attitudes toward the guidance program by teachers and students. Being teacher of the year as a guidance counselor demonstrated that the guidance program was accepted by fellow professionals. The responses from students concerning the positive results of this practicum experience are listed on the following page.

| The End Result | Evaluation Tool | Standard of Achievement |
|---|---|---|
| 1. Students are 30% more aware of opportunities to meet with the guidance counselor. | Questionnaire | A 100% increase in awareness from positive post-test responses compared to pre-test responses for Question #3. |
| 2. Teachers sending at least 3 students to the guidance counselor. | Referral form | A 44% increase in awareness for teachers referring 13 students for counseling services for Question #5. |
| 3. At least 30% of the students talking to the guidance counselor alone. | Designated form with checks given as each student is seen. | A 133% increase of awareness of students talking to the counselor alone in Question #6. |
| 4. At least 30% of the students working with the counselor in a group meeting. | Form for group meetings with identified goals and objectives. | A 77% increase of awareness of students meeting with the counselor in groups for Question #7. |
| 5. Students are 30% more aware of the counselor speaking to their parents about them. | Questionnaire | A 225% increase of awareness on students knowing their parents and counselor are talking about them from Question #15. |
| 6. Students talking about career choices with the guidance counselor 30% more. | Questionnaire | A 116% increase in awareness for talking with the counselor concerning career choices from Question #16. |
| 7. Students feeling that their right to confidentiality is respected 30% more. | Questionnaire | A 150% increase in awareness that their right to confidentiality was respected for Question #21. |
| 8. A positive attitude toward the guidance program by students. | Short essay on guidance services. | A positive attitude toward the guidance reported in all student essays (See Appendix K). |
| 9. A positive attitude toward the guidance program by teachers. | Oral questionnaire. | A positive response in all teacher responses (See Appendix L). |

*All questions are from Elementary Guidance Questionnaire (Appendix A).

Conclusions

The newsletters positively impacted the flow of information between the teachers and counselor. This conclusion was reached by listening to comments from teachers after the newsletters were distributed. The first issue provided an opportunity for the counselor to introduce herself to the faculty and build a framework and realtionship to work from. Teachers had an opportunity to discuss guidance issues. With a large faculty, changes in faculty members provided the writer with continuous feedback on the reactions of new faculty members. After the summer break the new school year started with positive comments on the return of the newsletter.

Teachers verbalized the establishment of relationships that would be ongoing as they progressed through the school year. A network of teachers seemed an effective means of keeping the counseling and information an ongoing experience. Teachers requested more contact with the counselor. The counselor reminded them of her need to service the entire body of 729 students and 56 faculty and staff members.

Counseling forms provided vehicles for communicating information and needs in an organized and efficient manner. A form was developed for the Child Study Team (See Appendix I) to allow members a concise, detailed report of the problem, parent conferences, interventions by classroom teachers, and results to be communicated. The Child Study Team serviced more children in the

same time frame as a result of using the form. Referrals by teachers were more efficient using a referral form or SCM form (See Appendix I) instead of a verbal comment or spur of the moment note. The counselor used the information as a starting point in goal setting and problem identification. Time was saved and little slips of paper were eliminated.

From the results of the post survey, the writer concluded that students felt:

1. Students knew who the counselor was, what she did, and had opportunities to talk with her.
2. Teachers and the counselors were working together to help the students.
3. The students were aware as opportunities to talk with the counselor and did talk with the counselor.
4. The counselor spoke with students who were worried and upset as well as those who were in trouble at school.
5. Parents talked more to the counselor about their children.
6. The counselor read stories and asked questions in class more showing the counselor to be more visible to the students.
7. Students responded positively to playing games and taking tests by themselves indicating an increase in services to students.
8. Students indicated that confidentiality was respected.

Recommendations

The writer recommends that:

1. Services directed at teachers, parents, and students are of benefit to the students.
2. The counselor should survey students' opinions while determining priorities in student services. Students should take an active role in the school implementation of those services.
3. A working relationship is the basis for support to the counselor from teachers, parents, and children.
4. Administrative cooperation will ensure the success of the guidance program.
5. Communication and networking are essential for a positive attitude toward the guidance program by teachers, parents, and students.

The teachers desired more information and specifics on guidance issues. They were as eager to find out what they could be doing as any of the children in the guidance program. When approached from the point of view of education, information, and successful techniques for classroom management and guidance, the teachers proved to be most cooperative and involved in their students learning and growing. A summary of the log (See Appendix N) comments on the experience.

Dissemination

The results of this practicum experience could be disseminated at an area counselors meeting. The writer would be available to describe the community, analyze the problem, discuss general goals, describe selected solutions, report on actions taken and discuss results. A discussion of conclusions and recommendations would be followed by a question and answer session.

Several periodical articles are planned to share the model in the field of guidance and counseling. Practical counseling strategies and communication techniques are two issues currently being considered by the writer for future publication based on this practicum experience. Articles to inform teachers and parents are also planned.

A workshop format will be developed to allow the writer to be a presenter in state guidance conferences and conventions.

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APPENDIX A

Beginning of the Year Guidance Questionnaire
for Students and Results of the
Survey of Student
Perceptions Pre-Test

Elementary Guidance Questionnaire

For Students

Here are some questions about the guidance program at our school. We would like you to help us understand what a counselor does. Please tell us what your answer is.

___Yes ___No ___Not Sure 1. Do you know who your counselor is?

___Yes ___No ___Not Sure 2. Do you know what she does at school?

___Yes ___No ___Not Sure 3. Have you ever talked with her?

___Yes ___No ___Not Sure 4. Can you see your counselor when you want to?

___Yes ___No ___Not Sure 5. Does the teacher send you or your classmates to see the counselor?

___Yes ___No ___Not Sure 6. Do you talk with your counselor by yourself with no one else there?

___Yes ___No ___Not Sure 7. Do you and a few other people talk to the counselor at the same time?

___Yes ___No ___Not Sure 8. Does your counselor come to your class to talk to all of you?

___Yes ___No ___Not Sure 9. Sometime during the school year, has the counselor talked to you or your class about what to expect in school?

___Yes ___No ___Not Sure 10. Has your counselor talked with you about tests you have taken?

___Yes ___No ___Not Sure 11. Has your counselor talked with you about how well you like your abilities?

___Yes ___No ___Not Sure 12. Does your counselor talk with pupils during trouble with their studies?

___Yes ___No ___Not Sure 13. Does your counselor talk with people who are worried or upset?

___Yes ___No ___Not Sure 14. If you get in trouble at school, do you have to see the counselor?

___Yes ___No ___Not Sure 15. Has your counselor ever talked with your parents about you?

___Yes ___No ___Not Sure 16. Has your counselor talked with you about what you might want to do when you are old enough to have a job?

___Yes ___No ___Not Sure 17. In your class, has the counselor read stories to you or had you answer questions?

___Yes ___No ___Not Sure 18. Has your counselor played games or given you tests just by yourself?

___Yes ___No ___Not Sure 19. Has your counselor given tests to your whole class?

___Yes ___No ___Not Sure 20. Has your counselor talked to you about why people do what they do?

___Yes ___No ___Not Sure 21. Has your counselor kept secret the things she says she will?

___Yes ___No ___Not Sure 22. Do your counselor and teacher work together to try to help you?

SURVEY OF STUDENT PERCEPTIONS

PRE-TEST

| Question Number | Number of Responses for Each Answer Choice (YES) | (NO) | (NOT SURE) | Total Responses |
|---|---|---|---|---|
| 1. | 15 | 10 | 5 | 30 |
| 2. | 8 | 14 | 8 | 30 |
| 3. | 10 | 17 | 3 | 30 |
| 4. | 11 | 11 | 8 | 30 |
| 5. | 9 | 19 | 2 | 30 |
| 6. | 6 | 21 | 3 | 30 |
| 7. | 9 | 16 | 5 | 30 |
| 8. | 16 | 11 | 3 | 30 |
| 9. | 11 | 13 | 6 | 30 |
| 10. | 13 | 15 | 2 | 30 |
| 11. | 11 | 17 | 2 | 30 |
| 12. | 17 | 11 | 2 | 30 |
| 13. | 16 | 7 | 7 | 30 |
| 14. | 15 | 11 | 4 | 30 |
| 15. | 4 | 23 | 3 | 30 |
| 16. | 6 | 21 | 3 | 30 |
| 17. | 16 | 12 | 2 | 30 |
| 18. | 11 | 17 | 2 | 30 |
| 19. | 12 | 9 | 9 | 30 |
| 20. | 14 | 13 | 3 | 30 |
| 21. | 8 | 17 | 5 | 30 |
| 22. | 18 | 8 | 4 | 30 |

Table 1. Number of responses for each answer choice for the 22 opinion questions. The underscored numbers indicate that the highest number of respondents chose that answer.

# APPENDIX B

## Calendar Plan

CALENDAR PLAN

The practicum experience began August 1, 1986 and ended in November, 1987.

AUGUST

- Orientation to Counseling Position
- Establish Lines of Communication
- Submit Outline of Proposal

SEPTEMBER

- Newsletter
- District Inservice for New Counselors
- Administer Student Questionnaire
- Develop the Student Services Plan
- Develop Counselor Schedule
- Form and Organize Child Study Team

OCTOBER

- Newsletter
- Form Student Council
- Develop Proposal for Practicum
- Organize Counseling Groups
- Assess School Priorities

NOVEMBER

- Newsletter
- Attend State Counselor's Convention
- Attend Community Agency Fair
- Organize Adopt-A-Grandparent Program

DECEMBER

- Newsletter
- Complete Practicum Proposal
- Implement Adopt-A-Grandparent Program

JANUARY

- Newsletter
- Submit Proposal

FEBRUARY

- Newsletter
- Revise Proposal

CALENDAR PLAN - Continued

MARCH

Newsletter
Implementation of Proposal
Daily Log of Practicum Experiences

APRIL

Newsletter
Implementation of Proposal
Daily Log of Practicum Experiences

MAY

Newsletter
Implementation of Proposal
Daily Log of Practicum Experiences

JUNE

Newsletter
Implementation of Proposal
Daily Log of Practicum Experience

JULY

Evaluation of Practicum to Date
Evaluation of Guidance Program

AUGUST

Revision of Guidance Program
Additions to Guidance Program
Introduction of Program to Faculty

SEPTEMBER

Newsletter
Implementation of Proposal
Daily Log of Practicum Experiences
Introduction of Program to Students

OCTOBER

Newsletter
Implementation of Proposal
Prepare Final Report

NOVEMBER

Results, Conclusions, Recommendations
Dissemination of Practicum II

APPENDIX C

Newsletters

## COUNSELOR COMMENTS

Dr. Beverly Karrenbauer
Principal

Alice Akins
Vice Principal

Treasure Island Elementary
October, 1987

Joyce Murawka
Guidance Counselor

### It's What You Do-Not When You Do It

Ted Williams, at age 42, slammed a home run in his last official time at bat.

Mickey Mantle, age 20, hit 23 home runs his first full year in the major leagues.

Golda Meir was 71 when she became Prime Minister of Israel.

William Pitt II was 24 when he became Prime Minister of Great Britain.

George Bernard Shaw was 94 when one of his plays was first produced.

Mozart was just seven when his first composition was published.

Now, how about this?

Benjamin Franklin was a newspaper columnist at 16, and a framer of the United States Constitution when he was 81.

You're never too young or too old if you've got talent.

Let's recognize that age has little to do with ability.

## Counseling for Study Skills

Research and practice have increased our knowledge of how students learn and do not learn. Because problems in academic performance have been found to relate to study skills deficits and to emotional and personal problems, the complex needs of the student with academic difficulties are best served by an interactive learning system consisting of primary strategies (study skills) and support strategies (counseling).

Specific instruction can be developed at all educational levels from basic skill building themes. They include: (1) locating information--using tables of contents, indexes, reader's guides, dictionaries, thesauri, encyclopedias, almanacs, libraries, catalogues, and computerized information retrieval; (2) selecting information--determining main ideas and supporting detail; (3) organizing information--summarizing, note-taking, determining organizational patterns, listening; (4) understanding graphic aids; (5) following simple and complex oral and written directions; (6) developing reading flexibility; (7) remembering information--studying for examinations; (8) using time wisely; and (9) using effective writing skills.

For the area of reading, underlining, outlining and highlighting are all standard methods for focusing attention and increasing understanding of written tests. The SQ3R and REAP methods require the additional step of processing information ia a tangible way and are widely used. The SQ3R technique for reading and studying testbooks involves five steps: (1) Survey--glance at chapter headings, read summaries, determine organization; (2) Question--formulate questions about each section

to direct further reading; (3) Read--while reading, actively search for answers to formulated questions; (4) Recite--answer questions with out reference to the text; and (5) Review--list major subpoints under each heading. Notecards, notebooks and/or tape recorders can be useful adjuncts to this approach. The REAP procedure is the process of four basic stips: Read to discover the message; Encode the message in one's own words; Annotate by writing the message in notes; Ponder the message by processing it through thinking and discussion. With notetaking in intermediate grades, the 5 R's from the Cornell Study Center incorporates the basic processes of effective reading. Record--pick out main ideas; Reduce--summarize, note key terms; Recite--repeat key ideas to oneself; Reflect--think about content; Review--recall and commit to memory. Test taking instruction involves the following: (1) test preparation--frequent and planful study, adequate rest and diet, blocking out distractions; (2) hints for taking objective and subjective examinations; (3) test wiseness--following instructions, scanning, pacing, reviewing; (4) learning from examinations; (5) managing test anxiety--replacing negative self-statements with positive ones, breathing techniques, progressive relaxation, and desensitization. Common components of time management instruction include: (1) record keeping procedures--daily schedules or diaries to identify habits;(2) schedule planning based on the identified habils and incorporating fixed events; (3) life support activities; (4) leisure time; (5) study time blocked out to allow a commitment for each subject; (6) realistic goals for each study session, (7) study breaks; (8) coordination with individual energy periods; and (9) planned use of short time intervals.

Behavior modification techniques, which teach people to control their own behavior and change undesirable habits, are readily adapted to individual students and are often applied to infrequent and ineffective studying. Self-observation of self-monitoring has the learner attempt to observe himself/herself objectively by charting, measuring or counting study behaviors. Equipment can be a simple paper and pencil record or sophisticated computer controlled monitoring. The data serve as a baseline for evaluating change. The stimulus control technique involves changing the environment. Like all behavior, studying is under some kind of stimulus control, and changing the stimulus will change the behavior. Finding a new, less distracting place to study is an example of this type of environmental change. The knowledge gained from self-observation techniques can help in understanding and changing significant environmental stimuli. With behavioral contracts the learner contracts and administers rewards and punishments based on whether study has been effective or not. The aim of this technique is to increase pre-selected study behavior and reduce undesirable alternatives.

From: The ASCA Counselor
June, 1987

The preceding article should serve as a guide to developing the study skills of our students. Ideas and techniques mentioned in the article will be used in counseling with under-achieving and at risk students in group and individual sessions. Please feel free to discuss any of the materials or ask any questions.

## COUNSELOR COMMENTS

Dr. Beverly Karrenbauer
Principal

Alice Akins
Vice Principal

Treasure Island Elementary
November, 1987

Joyce Murawka
Guidance Counselor

### CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism,
he learns to condemn.

If a child lives with hostility,
he learns to fight.

If a child lives with ridicule,
he learns to be shy.

If a child lives with shame,
he learns to feel guilty.

If a child lives with encouragement,
he learns confidence.

If a child lives with praise,
he learns to appreciate.

If a child lives with fairness,
he learns justice.

If a child lives with security,
he learns to have faith.

If a child lives with approval,
he learns to like himself.

If a child lives with acceptance and friendship,
he learns to find love in the world.

---

*When a superior man knows the causes which make instruction successful, and those which make it of no effect, he can become a teacher of others. Thus in his teaching, he leads and does not drag; he strengthens and does not discourage; he opens the way but does not conduct to the end without the learner's own efforts. Leading and not dragging produces harmony. Strengthening and not discouraging makes attainment easy. Opening the way and not conducting to the end makes the learner thoughtful. He who produces such harmony, easy attainment, and thoughtfulness may be pronounced a skillful teacher.*

Confucius, c. 550-478 B.C.
Book XVI—*HSIO KI* (*Record on the Subject of Education*)

When the Pressure's On: How to Cope With Stress

by Lin Grensing

Stress is a problem that affects all workers regardless of sex, race, socioeconomic level or job held. In fact, there are certain "critical factors" present in virtually all jobs that are certain to lead to stress.

Lack of control is a major stress-producing factor. As control diminishes, stress will intensify, particularly with regard to responsibility. Perhaps the greatest single cause of job stress is responsibility not accompanied by control.

Stress can develop from tight deadlines, too much to do in the time alloted to do it, role ambiguity, poor working conditions and lack of involvement. Problems away from the job can also play a major role in stress.

There are many things that an individual can do to reduce the level or personal stress felt both on the job and at home.

In a study of 117 employees, Kevin Hartigan, an assistant professor of psychology at the Illinois Institute of Technology, found several ways that stress was handled:

1. Cognitive coping, the most frequently used, involves modigying perceptions of stress or "positive thinking."
2. Giving up. Simply caying I give up.
3. Becoming resigned. Determining that "there's nothing that's going to change so I might as well make the best of it."

4. Escaping. Ignoring the fact that something is stressful.

5. Venting. Letting the frustration out in another place--most likely at home.

6. Information seeking. Finding ways to become more efficient and learning how to avoid stressful situations.

7. Active confrontation. Taking a stand and saying, "Wait a minute; I have some rights here and I want to see some things changed."

Hartigan found that everyone uses some kind of internal coping and mechanism, but he determined that in general, active confrontation is the best way to deal with stress. Running a close second was information seeking.

Stress is a part of everyone's life--and, in fact, a certain amount of stress is good. It helps us remain alert and ready to tackle problems.

The key to making stress a positive part of your life is learning to deal with it--to use it to your advantage. There are several ways you can do this, as Hartigan's study demonstrated. Following are several additional measures you can use to deal with stress on the job:

1. Find several things about your job that you like and do them at least once a day.

2. Keep a log or notebook and jot down any exciting or enjoyable events that happen to you in your daily activities.

3. Allocate a block of time where you can work productively on a task.

4. Develop a relationship with someone who can encourage and advise you in a positive way.

5. Have other interests besides your job.

6. Engage in physical activity.

7. Treat yourself.

8. And perhaps the most pertinent of advice:

--Don't take on more work than you can handle.

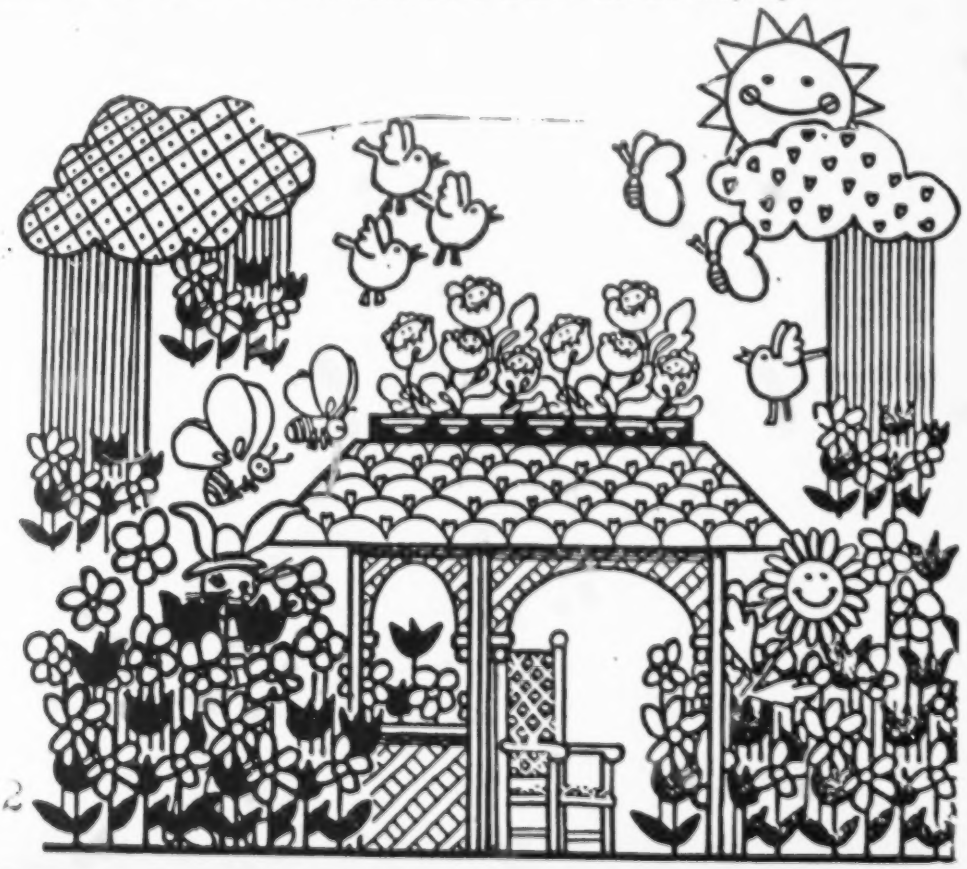
--Don't take on work that you don't know how to do.

--Learn to accept what you cannot change.

--Take one thing at a time. Don't try to tackle all your tasks at once.

The way one person finds to deal with stress may not necessarily work for another. For some people a quiet night at home with a good book is effective--for others an invigorating game of tennis seems to do the trick.

Our society is a harried, hurried, stressful society. But there is no reason you have to become a victim of the times. By practicing the techniques of stress reduction you can learn to deal effectively with life on the job and make your home life more satisfying as well.



APPENDIX D

Student Services Plan

# SCHOOL-BASED STUDENT SER PLAN

## PHILOSOPHY

Student services in the Dade County Public Schools has a philosophical base directly related to the school system's primary objective: to develop each student's potential for learning and to foster positive relationships. Student services are planned and organized as an integral part of the student's total instructional program.

Student services assist students in their personal, social, emotional, and intellectual development. Component services of the program are designed to include developmental, preventative, and remedial processes that provide for every aspect of human growth, with equal access guaranteed for all without regard to race, sex, national origin, marital status, or handicap.

The ultimate goal of the Division of Student Services is the development of students to enable them to make self-directed, realistic, and responsible decisions affecting their lives. The program is directed toward helping students to:

1. Develop competence and motivation for continuing self-evaluation, self-instruction, and adaptation to a changing environment.
2. Acquire knowledge of various political systems with emphasis on democratic institutions, the heritage of the United States, the contributions of our diverse cultural backgrounds, and the responsibilities and privileges of citizenship.
3. Acquire those attributes necessary for functioning, on a daily basis, as good citizens in their own school and community settings.
4. Develop an understanding of the fundamental structure and process of America's economic system.
5. Develop those academic competencies necessary for the acquisition of technical or professional skills through post-high school training.
6. Develop occupational competencies consistent with their interests, aptitudes, and abilities.
7. Develop a knowledge of the dangers of addiction and other adverse practices to mental and physical health.
8. Develop competence for adjusting to changes in personal status and social patterns.
9. Acquire a knowledge of basic psychological and sociological factors affecting human behavior and mental health.
10. Develop an understanding of their roles and the roles of others in family living.
11. Acquire the greatest possible understanding of and appreciation for their ethnicity.

Student services personnel foster and augment the efforts of teachers and administrators in working with individuals in a humanistic way. Educators recognize that growth is achieved through recognition of the student as an individual with problems, sometimes unique to himself/herself, sometimes common to other students, and sometimes combined with numerous other adjustments as he/she progresses through school.

Although many students are capable of making adjustments with ease, others are unable to meet the demands made upon them. The Student Services Program offers individualized approaches to meet the needs of students with limited experiential backgrounds, difficult home situations, physical problems, and academic deficiencies. Student Services personnel have the training required to assist students in working through these problems. Each school produces a student services plan jointly developed by the principal, staff, and school advisory committee, which includes activities for suicide prevention, conflict resolution, and meets the needs of the school population.

The Student Services Program is an integral part of the educational program, and it is designed to meet the needs of all students in our schools.



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# SCHOOL-BASED STUDENT SERVICES PLAN

**STATEMENT OF GOAL** Reduce Disruptive Behavior and Vandalism. Improve academic competencies.

| OBJECTIVE(S) | ACTIVITIES/STRATEGIES | TIMELINE | PERSON(S) RESPONSIBLE | TARGET POPULATION | EVALUATION PROCEDURES/ EXPECTED OUTCOMES |
|---|---|---|---|---|---|
| ...ist teachers in ...lementation of ...tive education ...ms and manage- ...of disruptive ...dents | Work with small group with conflict resolution. Individual counseling where indicated. | on-going | J. Murawka | all grades<br><br>all grades | A noticeable difference in the student's ability to function with a group. |
| ...ist teachers and ...arents in under- ...tanding and dealing ...ith developmental ...rowth stages and ...difficulties within ...parent/child relation- ...hips. | Conferences on individual basis and problems. | on-going | J. Murawka | total population | An expressed understanding and lowering of tension between parent and child. |
| ...tudents in special ...ducation classes ...eed intensified ...ounseling and ...pecial assistance. | Child Study Team Staffing.<br>Referrals to agencies.<br>Referrals to special programs. | on-going<br>as sched.<br>on demand<br>on-going | J. Murawka<br>" "<br>" "<br>" " | Students in/or need of special services or programs. | Criteria as required by state mandate.<br>Based upon findings of CST<br>Criteria as required by state mandate. |

MIS 23273 (04-85)



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# SCHOOL-BASED STUDENT SERVICES PLAN

**STATEMENT OF GOAL** _____

| OBJECTIVE(S) | ACTIVITIES/STRATEGIES | TIMELINE | PERSON(S) RESPONSIBLE | TARGET POPULATION | EVALUATION PROCEDURES/ EXPECTED OUTCOMES |
|---|---|---|---|---|---|
| Develop within each student knowledge and ·eness of one's ·ings and emotions. | Elementary Guidance Outlook (EGO) | On-going | J. Murawka | all grades | Establish and use an effective vocabulary.<br>Associate feelings and emotions with specific events and experiences |
| Develop within each student an attitute of self-acceptance and worth. | Elementary Guidance Outlook (EGO) | On-going | Teachers Counselor | all grades | Student will be able to describe self in positive terms and acknowledge his/her uniqueness. |
| Develop within each student skills and techniques for self management. | Responsibility skills<br>Desision - making skills<br>Career guidance activities<br>Conflict resolution skills.<br>Skills for buiding and maintaining relation-ships. | On-going | Teachers Counselor | all grades | Students will exhibit construct-ive behavior and use of time and materials during independent or unstructured activities. |



MIS 23273 (04 85

# SCHOOL-BASED STUDENT SERVICES PLAN

STATEMENT OF GOAL _____

| OBJECTIVE(S) | ACTIVITIES/STRATEGIES | TIMELINE | PERSON(S) RESPONSIBLE | TARGET POPULATION | EVALUATION PROCEDURES/ EXPECTED OUTCOMES |
|---|---|---|---|---|---|
| : in identyfing :s that are achieving but not special education sses and need cial assistance. | Identify the children who qualify for compensatory education and develop the eligibility list for this group. | 9/86 | J. Murawka Comp. Ed. teachers | Underachievers | SAT Scores - Classroom performance |
| t endance | Announcements of 100% class reward for best group attendance. Make up time for tardiness. Phone call to parent for absence/tardies. | On-going | Teachers Clerk Counselor | Total School | Improved attendance percentages. |
| nstill a sense of civic responsibility nd citizenship in the student population | Elections of representatives in each classroom. | October | J. Murawka L. Diaz | 3 - 6 | Each classroom will elect 2 representatives & 2 alternates. The representatives will bring to the council concerns on their classmates & report the events of the meeting. Campaign & elections on president vice-pres., treasurer & secretary Selection of planning for & carrying out of selected project to completion. |
| | Formation of Student Council. | October | J. Murawka L. Diaz | 3 - 6 | |
| | Nomination and election Student Council Officers. | October | J. Murawka L. Diaz | 3 - 6 | |
| | Selection of a school project by Student Council. | November | J. Murawka L. Diaz | 3 - 6 | |

MIS-23273 (04-85)



BEST COPY AVAILABLE

THE SCHOOL BOARD OF DADE COUNTY, FLORIDA

# A COMPREHENSIVE SCHOOL-BASED STUDENT SERVICES PLAN

## FOR

TREASURE ISLAND ELEMENTARY SCHOOL

SCHOOL NAME

1987-1988

SCHOOL YEAR

# SCHOOL-BASED STUDENT SERVICES PLAN

**School Name:** TREASURE ISLAND ELEMENTARY

**OBJECTIVE NUMBER 1 :** Promote the development of the student's positive self concept through a systematic, developmental, and special needs guidance program.

| ACTIVITIES/STRATEGIES | TIMELINE | PERSON(S) RESPONSIBLE | TARGET POPULATION | EVALUATION PROCEDURES/ EXPECTED OUTCOMES |
|---|---|---|---|---|
| 1. Provide individual and small group group counseling<br>A. Developmental guidance<br>1. Decision making<br>2. Conflict resolution | on-going | Counselor<br>Psychologist<br>Visiting Teacher | K-6 grade | Counseling schedules<br>Positive feedback from students, teachers, administration, and parents showing an increase in appropriate school behavior |
| B. Special Needs Guidance<br>1. Retainees<br>2. Attendance problems<br>3. Single parent families<br>4. Suicide prevention | | | | SCMS documentation for special needs groups completed. |
| °II Provide classroom affective experiences in the following areas<br>A. Substance Education | May | Counselor<br>Teachers<br>Guest Speakers | K-6 grades | Appropriate activities schedules and completed |
| B. Human Growth and Development | April | Teachers<br>Counselor<br>Nurse<br>Guest Speakers | 5-6 grades | Appropriate activites scheduled and completed. |
| C. Child Abuse Awareness | November | Teachers<br>Counselor<br>Guest Speakers | K-6 grades | Appropriate activities scheduled and completed |

# SCHOOL-BASED STUDENT SERVICES PLAN

**School Name:** TREASURE ISLAND ELEM.

**OBJECTIVE NUMBER 1 :**

| ACTIVITIES/STRATEGIES | TIMELINE | PERSON(S) RESPONSIBLE | TARGET POPULATION | EVALUATION PROCEDURES/ EXPECTED OUTCOMES |
|---|---|---|---|---|
| III. Implement an orientation and articulation program | on going | Counselor Teachers | K-6 | Appropriate activities scheduled and completed |
| IV. Communicating and/or interpreting the results of assessment data | on going | Counselor Special Ed. Tchrs Psych. Comp. Ed. Teachers Child Study Team | K-6 | An expressed understanding or awareness of potential and performance.<br>Eligibility for special or compensatory education classes.<br>SAT Scores - Classroom performance |
| V. Provide opportunities for practicing interpersonal skills.<br>A. Student Council<br>B. Art and Music Programs<br>C. Assemblies<br>D. Independent or instructured activities<br>E. Community school programs. | on going | Counselor | K-6 Teachers | Noticeable difference in the students' abilitiy to function with a group. |
| VI. Furnish consultative services to faculty, administration, and parents. | on going | Principal Vice Principal Counselor Psych. Visiting Teacher Child Study Team | Total Population | Expressed awareness and understanding or information and goals being effectively communicated. |

# SCHOOL-BASED STUDENT SERVICES PLAN

**School Name:** TREASURE ISLAND ELEMENTARY

**OBJECTIVE NUMBER** 1 :

| ACTIVITIES/STRATEGIES | TIMELINE | PERSON(S) RESPONSIBLE | TARGET POPULATION | EVALUATION PROCEDURES/ EXPECTED OUTCOMES |
|---|---|---|---|---|
| 7. Develop within each student knowledge and awareness of standards for achieving mental and physical health | on going | Counselor<br>Psycholog.<br>Visiting Teacher<br>K-6 Tchrs.<br>School Nurse | K-6 | Exhibit appropriate behavior, affective skills and decision-makingskills. |

# SCHOOL-BASED STUDENT SERVICES PLAN

**School Name:** TREASURE ISLAND ELEMENTARY

**OBJECTIVE NUMBER 2 :** To promote students exploration of academic and career competences, consistent with their interests, aptitudes and abilities, and provide career education K-6 as mandated by the state.

| ACTIVITIES/STRATEGIES | TIMELINE | PERSON(S) RESPONSIBLE | TARGET POPULATION | EVALUATION PROCEDURES/ EXPECTED OUTCOMES |
|---|---|---|---|---|
| I. Provide career awareness experiences and opportunities<br>a. reinforce and motivate the learning of basic skills and content area skills<br>b. develop career awareness concepts.<br>c. provide an understanding of the relationship between academic learning and success in the world of work | On going | Teachers<br>Counselor<br>Media Specialist<br>Special Area Teachers<br>Parents | K-6 grades | Increased career awareness.<br>Developing positive attitude concerning all careers.<br>Increased motivation to complete education. |
| II. Participate in a "Career Month"<br>a. career poster and poetry contests<br>b. organize a career day | March | Teachers<br>Counselor<br>Media Specialist<br>Parents<br>Guest Speakers | K-6 grades | Participation in question and answer written and/or oral sessions<br>Reports<br>Increase awareness of career clusters and specific occupations |

# SCHOOL-BASED STUDENT SERVICES PLAN

**School Name:** TREASURE ISLAND ELEMENTARY

**OBJECTIVE NUMBER 3 :** To assist unmotivated and desinterested students in developing skills, improving attendance and setting individualized goals.

| ACTIVITIES/STRATEGIES | TIMELINE | PERSON(S) RESPONSIBLE | TARGET POPULATION | EVALUATION PROCEDURES/ EXPECTED OUTCOMES |
|---|---|---|---|---|
| I. Identify students "at risk" according to the Dropout Profile criteria. | Sept-Oct. 1987 | Principal<br>Asst. Principal<br>Teachers<br>Counselor<br>Visiting Teacher | K-6 | Monitor attendance, behavior and academic improvement during the school year. |
| II. Provide additional individual and group counseling to students on a need basis | | | K-6 | Compare present and past behavior of students |
| III. Provide activities that will encourage good attendance. | 9/87 thru 6/88 | Counselor<br>Teacher<br>Visiting Teacher<br>Parents | K-6 | Comparison of 1986-87 attendance<br>Comparison of 1986-87 grades |
| IV. Involve community agencies in planned school and follow-up that will help to improve the child's learning. | 9/87 thru 6/88 | Principal<br>Asst.Prin.<br>Counselor<br>Teachers<br>V. Teacher<br>Sch. Vol.<br>Community Agencies<br>Psychologist | K-6 | Compare progress of students behavior after treatment. |

# APPENDIX E

## Participation in School Activities and Projects

The school guidance counselor participated and supported the following school activities and projects:

Student Council
Compensatory Education Program
Special Education Programs
School Volunteers
I Make A Difference
PTA Membership
PTA Auction
PTA Spaghetti Dinner
Adopt-A-Grandparent Program
    Musical presentations
    Student reading program
    Art projects for decoration
Social Committee
Assertive Discipline Training - Faculty & Staff Trainer
North Bay Village Optimist Oratory Contest
Peer Teacher in Beginning Teacher Program
Quip Committee and Plan Implementation
Chairperson on Child Study Team
Holiday Music Program
Spring Concert
Physical Education Program
Sixth Grade Orientation
Computer Lab
Community School Programs
Bilingual Education Program
Black History Program

APPENDIX F

Counselor's Schedule

SCHOOL: TREASURE ISLAND ELEM. COUNSELOR: JOYCE MURAWKA

DATE: SEPTEMBER, 1986 ADMINISTRATOR: DR. BEVERLY W. KARRENBAUER

DADE COUNTY PUBLIC SCHOOLS

COUNSELOR'S SCHEDULE

| SPECIFY TIME | | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|---|
| FROM | TO | | | | | |
| 8:00 | 8:45 | PC | PC | PC | PC | PC |
| 8:45 | 9:15 | FTD | IC | FTD | FTD | IC |
| 9:15 | 9:45 | TC | IC | IC | IC | FTB |
| 9:45 | 10:15 | IC | SG | IC | IC | IC |
| 10:15 | 10:45 | IC | FTB | IC | SG | SG |
| 10:45 | 11:15 | IC | SG | FTB | SG | SG |
| 11:15 | 11:45 | SG | IC | SG | TC | IC |
| 11:45 | 12:15 | SG | FTA | FTA | FTA | FTA |
| 12:15 | 12:45 | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 12:45 | 1:15 | FTA | FTB | CST | IC | TC |
| 1:15 | 1:45 | FTB | SG | " | FTB | SG |
| 1:45 | 2:15 | SG | SG | " | SG | SG |
| 2:15 | 2:45 | SG | FTB | " | SG | FTB |
| 2:45 | 3:20 | TC | TC | " | TC | TC |

CODES:

PC: Parent Consultation
TC: Teacher/Administration Consultation
IC: Individual Counseling
SG: Small Group Counseling
CST: Child Study Team Meeting
FT: Flexible Time (Specify FT activity by letter as listed below)

A. Planning, coordinating and/or conducting schoolwide guidance activities.
B. Total classroom affective activities
C. Parent-Study Groups

SCHOOLS: TREASURE ISLAND ELEM. COUNSELOR JOYCE MURAWKA

DATE: OCTOBER, 1987 ADMINISTRATOR: DR. BEVERLY W. KARRENBAUR

DADE COUNTY PUBLIC SCHOOLS
COUNSELOR'S SCHEDULE

| SPECIFY TIME | | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|---|
| FROM | TO | | | | | |
| 8:00 | 8:45 | PC | PC | PC | PC | PC |
| 8:45 | 9:15 | FTD | IC | FTD | FTD | IC |
| 9:15 | 9:45 | TC | IC | IC | IC | FTB |
| 9:45 | 10:15 | IC | SG | IC | IC | IC |
| 10:15 | 10:45 | IC | SG | IC | SG | IC |
| 10:45 | 11:15 | IC | IC | TC | SG | SG |
| 11:15 | 11:45 | SG | FTB | SG | FTB | SG |
| 11:45 | 12:15 | FTA | FTA | FTA | FTA | FTA |
| 12:15 | 12:45 | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 12:45 | 1:15 | FTB | FTB | CST | FTB | FTB |
| 1:15 | 1:45 | SG | FTB | " | IC | SG |
| 1:45 | 2:15 | SG | SG | " | SG | SG |
| 2:15 | 2:45 | SG | SG | " | SG | TC |
| 2:45 | 3:20 | TC | TC | " | TC | TC |

CODES:

PC: Parent Consultation
TC: Teacher/Administration Consultation
IC: Individual Counseling
SG: Small Group Counseling
CST: Child Study Team Meeting
FT: Flexible Time (Specify FT activity by letter as listed below)

A. Planning, coordinating and/or conducting schoolwide guidance activities.
B. Total classroom affective activities
C. Parent-Study Groups
D. Other (Observations, Consultations, (i.e., VT. Psychologist), Planning, ect.)

FM-13578 (07-88)

# APPENDIX G

## Materials and Resources

Ackerman, R. (1983). Children of alcoholics: A guide for parents, educators, and therapists. New York: Simon & Schuster.

Aero, R. and Rheingold, H. (1983). New technology coloring book. New York: Bantam Books.

Amatea, E. (1975). The yellow brick road (Source Book of Career Guidance Strategies), Florida: Career Education Center, Florida State University.

Armstrong, W. (1961). 87 ways to help your child in school. Woodbury, New York: Barron's Educational Series.

C.H.E.E.R.: Counselor's Handbook of Educational Experiences and Resources (1986). Daytona Beach, Florida: The School District of Volusia County. Vols. II and III.

Eberle, B. and Hall, R. (1975). Affective education guidebook: Classroom activities in the realm of feelings. Buffalo, New York: D.O.K. Publishers, Inc.

Egan, G. (1982). The skilled helper. Monterey, California: Brooks Cole Publishing Company.

EGO: Elementary Guidance Outlook (1982). Dade County, Florida: Dade County Public Schools.

Hanks, K., Belliston, L., and Edwards, D. (1977). Design yourself. Los Altos, California: William Kaufmann, Inc.

Herold, M. (1982). Memorizing made easy. Chicago, Illinois: Contemporary Books, Inc.

Kellerman, J. (1981). Helping the fearful child: Coping with nightmares and insomnia, school avoidance, and other childhood anxieties. Chicago, Illinois: Contemporary Books, Inc.

Krewer, J. (1979). Future think. Carthage, Illinois: Good Apple, Inc.

Lederman, A. and Lederman, J. (1983). Mission: serendipity!: An adventure in creative problem-solving. Buffalo, New York: D.O.K. Publishers, Inc.

Lesko, M. (1983). Information U.S.A. New York: The Viking Press.

Mamchak, P. and Mamchak S. (1986). Teacher's communications resource book: 208 model letters, forms, and checklists for everyday use. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

McCumsey, J. (1984). Exploring the future. Carthage, Illinois: Good Apple, Inc.

Pantell, R., Fries, J. and Vickery D. (1984). Taking care of your child, Reading, Massachusetts: Addison-Wesley Publishing Co.

Plummer, C. (1984). Preventing sexual abuse: Activities and strategies for those working with children and adolescents. Holmes Beach, Florida: Learning Publications, Inc.

Raskin, B., Ed. (1979). Mud puddles, rainbows and asparagus tips. Palo Alto, California: Education Today Company, Inc.

Rich, D. (1980). Families learning together. The Home and School Institute. New York: Simon and Schuster.

Ryan, B. (1980). How to help your child start school. New York: G. P. Putnam's Sons.

APPENDIX H

Sample of Lesson Plans

# FRIENDSHIP

Objective: To become aware of friendships available in class

Level: Kindergarten

Material: My Friend - Copy of Pattern

Process: Discuss ways to travel.
Discuss who the students would like to invite for a trip (relatives, friends, etc.)
Why would you, choose those people?
Discuss friendships found in class.
Students cut out their "friend".
Counselor could label with friends name.

Evaluation: Counselor observation of students' acceptance of fellow students as friends.

FRIENDSHIP

Objective: To become aware of how individual actions affect others

Level: Grade 6

Process: Discuss the difference between fact or prejudice using identified incidents.
How would these assumptions affect each individual?

Evaluation: Counselor observation of students' acceptance of fellow students as friends.

# APPENDIX I

## Forms for Counseling Groups

DCPS

DADE COUNTY PUBLIC SCHOOLS

# STUDENT CASE MANAGEMENT
# STUDENT SERVICES FORM

COMPUTER RECORDED

SCHOOL NO. ☐☐☐☐

EMPLOYEE NO. ☐☐☐☐☐☐ EMPLOYEE NAME _____

| STUDENT ID | STUDENT NAME | GR/SECT | SCM# | DATE Mo. Day Yr. | TIME (Military) | SERVICE CODE |
|---|---|---|---|---|---|---|
| ☐☐☐☐☐☐ | _____ | _____ | ☐☐☐☐☐☐ | | : | |
| | | | | | : | |
| | | | | | : | |
| | | | | | : | |
| | | | | | : | |
| | | | | | : | |
| | | | | | : | |
| | | | | | : | |
| | | | | | : | |

COMMENTS:

REFERRED BY: _____

878-2164

WHITE - TO ATTENDANCE; YELLOW - TO ADMINISTRATOR/SERVICE PROVIDER.
GREEN - TO REFERRING PARTY; PINK - TO STUDENT'S CUM FOLDER

MIS—12980A (08-8

COMMENTS: _____

878-2164

WHITE - TO ATTENDANCE; YELLOW - TO ADMINISTRATOR/SERVICE PROVIDER.
GREEN - TO REFERRING PARTY; PINK - TO STUDENT'S CUM FOLDER

MIS-12980A (08-85

SCHOOL NO. ☐☐☐

DADE COUNTY PUBLIC SCHOOLS

# STUDENT CASE MANAGEMENT REFERRAL FORM

SCM # 010154

## SECTION I. TO BE COMPLETED BY REFERRING PARTY

STUDENT NAME _____ STUDENT ID ☐☐☐☐☐☐☐ HOME ROOM ____ GRADE LEVEL ____ PERIOD OF DAY ____ INCIDENT DATE (Mo. Day Yr.) ☐☐ ☐☐ ☐☐ TIME ☐☐:☐☐ (Military)

REFERRED BY _____ REFERRED TO _____

NARRATIVE: (CLEARLY STATE WHY THE STUDENT IS BEING REFERRED)

PARENT CONTACT: *(Circle Yes or No)*

| | | |
|---|---|---|
| 1. For This Behavior | YES | NO |
| 2. For Other Misbehavior | YES | NO |
| 3. Contact Attempted | YES | NO |
| 4. Contact Made: | | |
| 4A. Verbal | YES | NO |
| 4B. Written | YES | NO |

## SECTION II. FOR ADMINISTRATOR/DESIGNEE USE ONLY

ENTER REASON FOR REFERRAL CODES BELOW:
(ENTER NO MORE THAN 4 CODES)

☐☐ ☐☐ ☐☐ ☐☐

COMPUTER RECORDED ☐

ENTER REFERRAL ACTION INFORMATION BELOW:

| DATE (Mo. Day Yr.) | TIME (Military) | EMPLOYEE NO. | Initials | Referral Action Code |
|---|---|---|---|---|
| ☐☐ ☐☐ ☐☐ | ☐☐:☐☐ | ☐☐☐☐☐☐ | ____ | ☐☐ |
| ☐☐ ☐☐ ☐☐ | ☐☐:☐☐ | ☐☐☐☐☐☐ | ____ | ☐☐ |
| ☐☐ ☐☐ ☐☐ | ☐☐:☐☐ | ☐☐☐☐☐☐ | ____ | ☐☐ |
| ☐☐ ☐☐ ☐☐ | ☐☐:☐☐ | ☐☐☐☐☐☐ | ____ | ☐☐ |
| ☐☐ ☐☐ ☐☐ | ☐☐:☐☐ | ☐☐☐☐☐☐ | ____ | ☐☐ |

Comments _____

Agency/Case Number *(If Applicable)* _____

**Corporal Punishment Only:**

No. of Strokes ☐ Parents Notified? (Y/N) ☐

Witness _____ Emp. No. ☐☐☐☐☐☐

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## SECTION III. FOR STUDENT SERVICE PROVIDER USE ONLY

ENTER STUDENT SERVICE INFORMATION BELOW:

COMPUTER RECORDED ☐

| DATE (Mo. Day Yr.) | TIME (Military) | EMPLOYEE NO. | Initials | Student Service Code |
|---|---|---|---|---|
| ☐☐ ☐☐ ☐☐ | ☐☐:☐☐ | ☐☐☐☐☐☐ | ____ | ☐☐ |
| ☐☐ ☐☐ ☐☐ | ☐☐:☐☐ | ☐☐☐☐☐☐ | ____ | ☐☐ |
| ☐☐ ☐☐ ☐☐ | ☐☐:☐☐ | ☐☐☐☐☐☐ | ____ | ☐☐ |
| ☐☐ ☐☐ ☐☐ | ☐☐:☐☐ | ☐☐☐☐☐☐ | ____ | ☐☐ |
| ☐☐ ☐☐ ☐☐ | ☐☐:☐☐ | ☐☐☐☐☐☐ | ____ | ☐☐ |

Comments _____

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COUNSELOR _____

SCHOOL _____ SCHOOL YEAR _____

NAME(S) _____ (SCMS#) DATE

| DATE | OBJECTIVE(S) | ACTIVITIES/MATERIALS | EVALUATION |
|---|---|---|---|
| | | | |

## CO SELING PLAN (CON'T)

| DATE | OBJECTIVE(S) | ACTIVITIES/MATERIALS | EVALUATION |
|---|---|---|---|
| | | | |

GUIDANCE REFERRAL FORM

CHILD'S NAME: _____ BIRTHDATE: _____

TEACHER: _____ ROOM #: _____

DATE: _____

Briefly describe the problem: _____

_____

_____

_____

Approximate reading grade level of child: _____

Approximate math grade level of child: _____

List something the child does well: _____

Have you checked cumulative folder for medical information, previous testing, counseling and psychological evaluations? ( ) YES ( ) NO

Comments: _____

_____

_____

_____

Have you held a parent conference regarding your concern? ( ) YES ( )

Comments: _____

_____

_____

_____

REFERRED BY: _____ DATE: _____

COUNSELOR REQUEST FORM

ACHER_____ ROOM_____ DATE_____

NCH PERIOD_____

YSICAL EDUCATION_____

T_____

SIC_____

BRARY_____

IEF DESCRIPTION OF THE CONCERN_____

_____

_____

_____

_____

LLOW-UP NOTES_____

_____

_____

_____

_____

_____

STUDENT LIKES AND DISLIKES

What I liked best:

I learned:

What I liked least:

What I would say about our session:

COUNSELOR LESSON PLANS

DATE: _____

TEACHER: _____ DATE: _____ TIME: _____

_____ _____ _____

_____ _____ _____

OBJECTIVE:

ACTIVITY:

SOURCE:

EVALUATION:

TEACHER: _____ DATE: _____ TIME: _____

_____ _____ _____

_____ _____ _____

OBJECTIVE:

ACTIVITY:

SOURCE:

EVALUATION:

GRADE LEVELS: _____

# APPENDIX J

## Post Questionnaire Results

POST QUESTIONNAIRE RESULTS

POST TEST

| QUESTION NUMBER | NUMBER OF RESPONSES FOR EACH ANSWER CHOICE | | | TOTAL RESPONSES | DIFFERENCE |
|---|---|---|---|---|---|
| | (YES) | (NO) | (NOT SURE) | | |
| 1 | 28 | 2 | 0 | 30 | +13 |
| 2 | 20 | 3 | 7 | 30 | +12 |
| 3 | 20 | 10 | 0 | 30 | +10 |
| 4 | 14 | 5 | 11 | 30 | +3 |
| 5 | 13 | 10 | 7 | 30 | +4 |
| 6 | 14 | 12 | 4 | 30 | +8 |
| 7 | 13 | 16 | 1 | 30 | +4 |
| 8 | 23 | 1 | 6 | 30 | +7 |
| 9 | 16 | 6 | 8 | 30 | +5 |
| 10 | 13 | 11 | 6 | 30 | 0 |
| 11 | 14 | 7 | 9 | 30 | +3 |
| 12 | 27 | 2 | 1 | 30 | +10 |
| 13 | 28 | 0 | 2 | 30 | +12 |
| 14 | 15 | 7 | 8 | 30 | 0 |
| 15 | 13 | 13 | 4 | 30 | +9 |
| 16 | 13 | 9 | 8 | 30 | +7 |
| 17 | 30 | 0 | 0 | 30 | +14 |
| 18 | 28 | 0 | 2 | 30 | +17 |
| 19 | 16 | 11 | 3 | 30 | +4 |
| 20 | 23 | 4 | 3 | 30 | +9 |
| 21 | 20 | 2 | 8 | 30 | +12 |
| 22 | 29 | 0 | 1 | 30 | +11 |

Table 2. Number of responses for each answer choice for the 22 opinion questions as post test.

*The difference indicates the difference in positive responses in post test responses compared to pre test reponses (Appendix B).

APPENDIX K

Student Responses

A SUMMARY OF THE SHORT ESSAYS ON GUIDANCE SERVICES ARE:

(1) I think the guidance program is:

The program is great because it shows that someone cares. I can alwlays talk to someone about school, problems, or home. Sometimes I feel better if I just talk.

I like having someone listen to my problems. People don't always care or listen to what you have to say. Sometimes you just have to explain things to somebody.

Friends are important. Sometimes friends can't help you with a problem. Sometimes you're mad at your best friend and, you need to talk to someone who understands what you're feeling.

I wish I could see more of you. I feel so good after talking or Mrs. Murawka coming to class. I wish I could see you every day.

School is hard for me. My friends are important and what they think about me is important to me. Sometimes I need to talk when things don't go the way I thought they would. I like having someone to talk to that will listen and help me when I feel sad.

I need to talk to you. Sometimes I think about problems at home and I need to tell someone how I feel. The problem is still there; but I feel better.

This school is so different from my school up north. The teachers are nice but I miss my friends. It's nice to have good teachers and a friendly counselor. They do find things here.

Reading is hard for me. I tell my teacher. She and Mrs. Murawka are getting me some help. School is hard. Kids make fun of

the way I do things. I feel better after we all talk about people having problems. I'm glad to know I'm not the only one with problems. It's good to know others had the same problem and they got rid of it. I like talking about things with other kids.

I had trouble finishing my work. You helped me think about what I should do and finish my work. My teacher doesn't get all over me as much. He is happier and so am I. I'll get better grades on my report card now. Mom is happy. So is my aunt.

I was always fighting. Everyone would bother me or push me or take my things. Now I don't fight because I don't want more problems. I feel good when I do the right thing. I have two more friends since I stopped fighting. I don't get in as much trouble at home, and my brother and I take turns now. He doesn't fight as much too. I like school better when I'm not in trouble.

(2) I think the counselor is:

Great! She always listens to what I say and will stop doing things when I need to talk. She helps me with problems, calls my mom when I'm good or did something special, and always talks to me.

A nice lady because she always listens to me when I come to her. She is nice and pretty too. I like her.

A good friend to have. She listens, tells stories, asks questions, helps you, and knows about neat things. She helped me with my science project last year and I won a prize.

Someone who understands me. When I get in trouble with my teachers, they always send me to her. We talk. She talks to my teachers. She talks to my mother too. I sometimes forget and get into trouble again, but she will always help me. I like her as a friend. She helps me.

A person who is nice to be with. She believes in me. She asked me to go to a meeting to represent other students. I talked to the principal about the meeting. It was the first time. I did something like that. I really liked doing it. She listens too when you have problems. She'll always talk to you and never yells. She talks.

Nice. She does nice things with people. She always talks to you and says hi when she sees you. She will listen to you. She will help you solve problems. She will help you when you need to decide somethings. She is fun too.

A nice person who cares about you. I can tell her anything and she will listen and help me. She cares about what is happening to me and to my grandmother too. She's a friend; a special friend.

Well qualified. She knows what she's doing. She can talk on many subjects. She knows alot about people and what helps them. She's nice to be with because she really cares about you and what you are doing.

Caring. She cares about who you are and what you do. You can always to to her with any problem and she'll help you and listen to you. She talks to my teacher to help me too. She likes children and they like her.

A real neat person. She knows about good things and how to be good and feel good about yourself. She helps you make friends, stops fights, talks about school, wants you to do homework and get good grades, and talks to you. She will listen if you have a problem and need help.

(3) Some things I learned from counseling sessions are:

I learned a lot about school, how to stay out of fights by negotiating or compromising, how to ask questions, and how to make friends. People have feelings and it's important to know how and what you're feeling. You need to tell others how you feel and what they did to make you feel that way both good and bad.

We are designers. We design our life by designing the environment we live in. I can determine what my bedroom will be like, how I dress, and how I decide to react to others. I am still the designer even if I decide to do nothing because that too was my choice.

Setting goals is important. If I have a problem, I think, write it down, or talk about it. Then I set some goals. After I decide on goals I take some action to make the goal. Then I won't have that problem.

Your thoughts and feelings go together with what you do. If you feel sad, you could change what you're thinking about, or take a walk, and then you would feel happier. It works. I tried it.

I learned that it's important not to fight. Fighting gets you in trouble. It does not solve any problems. You just get more by fighting. Kids stay away from people who fight so they won't get in trouble. You can take turns, walk away, ask someone what they think, tell a teacher, tell the counselor, or just talk instead. Fighting doesn't mean you're smart.

We learned how to make decisions by looking at consequences. When you have to decide something, you can think about what will happen if you decide it. Before you do something you can think of how you would feel after you did it.

I learned about how to study for tests and how to remember things easier. You can ask questions, read the chapter many times, look at questions, outline, or take notes. Some people have different ways to learn. Some learn by looking and reading while some kids need to hear things. Some work with things with their hands to learn. It helps to know how you learn best. Then you can study for important tests.

Talking to others is important. When you talk to someone they know what you think and what you feel. Sometimes you would do somethings else because they know what you're doing. We know that someone listens when they ask questions. But you cannot talk to strangers or tell them what you're thinking. Don't go by strangers or by their cars even if they want to give you something like candy.

Puppets are fun to play with. They tell a story about how to share and play with friends. You can wait for a turn to share. You can cooperate and be friendly. You can help other people.

You can learn about what to do when you grow up by asking questions and watching other people. It's important to do good in school. You should be on time for school so you'll be on time for your job. Your boss will want to know what kind of worker you are going to be if they give you the job. It's good to get a good education to get a good job. You should try your best at school.

APPENDIX L

Teacher Oral Questionnaire
and Responses

An oral questionnaire was administered to teachers. They were asked to complete the following statements:

1. The change that tends to occur after students have had reasonable contact with the counselor is _____.

2. The counselor has been able to help me with _____.

3. The best result of the guidance program was _____.

RESPONSES FOR 1:

... they are more willing to talk about their problems and admit they have a problem.

... students seem more positive in their relationship with me as well as their peers.

... the students seem more willing to accept constructive criticism and will show attempts to change problem areas.

... they are more willing to work and show improvement in behavior.

... they seem more motivated and really try to improve.

... they are more considerate of their peers and try to change or solve their problems.

... students are more aware of their feelings and ready to communicate.

... they realize we all have problems and need to learn how to solve them.

... they enjoy school more and seem more motivated.

... students show a real change in attitude.

... there are positive changes as a result.

... I learn so much and find I am better able to cope with problems I'm confronted with daily.

... parents comment and request services by the counselor.

... the children are enthusiastic and seem much happier.

... they seem to settle more and are more cooperative.

... they really try to change in a positive direction to improve their work and change their behavior.

... we all benefit because we all learn and all feel much better about ourselves.

... children calm down and really try to achieve.

... there is a positive influence for behavior and cooperation with peers and me.

RESPONSES FOR 2:

... severe discipline and emotional problems.

... concerns over students self-concept and results of peer pressure.

... contacts with parents over academic and behavior concerns.

... problem students with emotional and behavioral problems.

... disrespectful comments and behaviors by students.

... conflict resolution especially with the students with special problems and/or tempers.

... curriculum in special areas that students mention in class and dealing with parents.

... motivating students to try their best and grow in a positive direction.

... severe emotional and behavior problems and getting help for them through special services.

... behavior problems and interesting activities that help my students think about themselves.

... management techniques for classroom discipline.

... a real positive support for all my problems.

... my first year teaching. I really learned so much and survived because of her help.

... ideas to help me deal with problems as they came up in class discussion.

... activities for children to learn about themselves.

... parent contacts where parents were resistant to cooperate with me.

... children with special needs and getting through to them.

... children having difficulty adjusting to school and parents with special needs and problems.

... just listening to my concerns and helping me plan to change what needed to be changed.

RESPONSES TO 3:

... happy children that enjoy being themselves.

... pride in student accomplishment and the desire to try to be content with themselves as to who they are not what they wish they were according to peers. A better self-concept resulted for students as a result of guidance activities.

... students who feel good about themselves and are willing to try, to be motivated, and who are cooperative.

... students who act and are responsible.

... children who have an understanding and concern for others.

... responsible values and the desire to do what is expected in a positive and respectful manner.

... cooperative students who want to act responsibly on their own and are motivated to do so.

... an environment where we can all learn and grow. A place where you can feel safe to experiment with new behaviors without criticism. A place where you can find cooperation, sharing and a concern for others.

... a cooperative working environment where someone was willing to listen and help.

... a pleasant person to work with who really cares.

... someone who will support you, inform you, and take action.

... a positive force to deal with problems that could really drag you down at times.

... an alternative to just making it through instead of making a difference.

... support for children and teachers.

... a program that made a difference for my students and I.

... having someone who would be a real support and understand your feelings and frustrations.

... a working relationship that helped everyone accomplish their goals and grow.

... an opportunity to learn and grow along with the children.

... working with the counselor.

APPENDIX M

# Differentiation of Responsibilities for Identification, Referral and Placement of Exceptional Students

## SCREENING AND REFERRAL

| PROCEDURES | PERSON RESPONSIBLE |
|---|---|
| 1. Check cumulative record folder for any clues to the student's problems. | Teacher |
| 2. Adjust learning environment to student's needs and make contact with parents. | Teacher |
| 3. Refer student to the counselor for assistance in resolving/reducing the problem or concern. | Teacher |
| If the problem persists, refer the student to the administration and/or other resources. | Counselor or Teacher |
| 4. If the problem continues, refer the student to the Child Study Team (CST). | Teacher, Counselor, Administrator (Referrals from parents should go through one of the above) |
| 5. Prior to the CST meeting, complete the Observation of Student Behaviors Checklist and collect grades, test scores, and attendance data. | Teacher |
| 6. Notify appropriate persons and make other arrangements to convene the Child Study Team. | Principal or Assistant Principal, who serves as Chairperson of the Child Study Team (CST). In secondary schools, the chairperson of the Exceptional Student Education (ESE) Department may also serve as chairperson of the CST. |

| PROCEDURES | PERSON RESPONSIBLE |
|---|---|
| 7. Conduct the Child Study Team meeting and complete a Student Case Management System form. | Child Study Team Chairperson (Principal or Assistant Principal or ESE Chairperson) |
| 8. If the team determines that a referral for additional evaluations is needed, assignments are made as follows: | |
| a. Completion of Parent Consent for Evaluation form | Child Study Team Chairperson |
| b. Secure parent permission for evaluation | Administrator, Teacher, Visiting Teacher, or Counselor |
| c. Vision screening | School Nurse, Physician, or Staff Member trained in screening techniques |
| d. Hearing, speech and language screening | Speech Pathologist |
| e. Social history | Visiting Teacher |
| f. Vineland or other adaptive behavior measurement | Visiting Teacher |
| g. Ancedotal records | Teacher |
| h. Student observations | Administrators, Counselor, School Psychologist, Teachers |
| i. English proficiency assessment | Teachers |

| | |
|---|---|
| j. Collection of data generated form from outside agencies/professionals | Child Study Team Chairperson |
| k. M-Team Referral form | Child Study Team Chairperson |
| 9. Compile all forms and other information into a referral packet. | Child Study Team Chairperson |
| 10. Review and approve the referral packet. | School Psychologist |
| 11. Send referral to area office. | Principal or Assistant Principal |

## STAFFING AND PLACEMENT CONFERENCE

| PROCEDURES | PERSON RESPONSIBLE |
|---|---|
| 1. Schedule staffing and make arrangements for coverage of regular and Exceptional Student Education teachers. | Child Study Team Chairperson |
| 2. Notify parents, in writing, regarding the scheduled staffing. | Secretary (as directed by Principal or Assistant Principal or ESE chairperson) |

## REEVALUATIONS

| | |
|---|---|
| 1. Monitor the printout of students whose re-evaluations are due. | Principal or Assistant Principal |
| 2. Arrange schedule of Child Study Team-R conferences according to re-evaluation dates. | Principal or Assistant Principal |

# APPENDIX N

## Summary of the Log

The log documented the practicum experience from August of 1986 to December of 1987. The results are summarized to give the writer's experiences and findings as the practicum continued. The log provided a continuous commentary on experiences and issues as they happened. The first theme that surfaced was developing a working relationship with the administrators, teachers, and students. Since this was the writer's first year, there were so many names to remember, people to meet and priorities to set. Working on the practicum proposal over the summer helped the writer prepare for the opening of school and her new position. A review of guidance literature helped to make decisions that would determine the success of the program. Developing a relationship to work from meant several issues would be addressed at the same time. Curriculum and materials available also took much time at the beginning of the year.

Support staff such as the school psychologist, placement specialist, area office exceptional education secretary, visiting teacher, and school nurse all reported with their own agenda and schedule of services. The writer was assigned chairperson of the Child Study Team, chairperson of the volunteer program, sponsor of Student Council, contact for the homebound student education program, supervisor for compensatory education, gifted, and the special education program, recordkeeping. All of these placed demands for time and required organizational skills and patience on the part of the writer. A plan for flow of services was created as the writer experienced life in a guidance program.

The school district placed orientation demands on first year counselors. A year long program provided opportunities for inservice and introductions. The Student Services Plan and Child Study Team plan were to be developed at the beginning of the year. Priority counseling groups in the area of retentions and drop-out prevention were established. The initial visit by the county supervisor took place in October. All of these placed demands for time.

The exceptional student education program had established procedures the writer needed to become familiar with. The M-Team Report, parent permission, hearing, vision screening done by counselor, student observations, anecdotal records, teacher observation checklists, social history and documentation and computer forms all demanded time and attention. Re-evaluation procedures with special education and gifted students required initiation at a Child Study Team with the school psychologist, teachers, and counselor being present. The Child Study Team was the first step for students to be discussed and a plan developed to solve their problems. If a psychological referral was required, the school psychologist, teachers, and counselor looked at the evidence of any of the varying exceptionalities such as learning disability, emotionally handicapped, socially maladjusted, conduct disorder, or the need for opportunity school. Gifted students were eligible for part-time placement in a school-based program on campus. This required the writer's time and attention.

Various aspects of the curriculum needed to be addressed. Study skills, drop-out prevention, substance abuse, Child Growth and Development, self-concept and developmental/preventive counseling all needed to be addressed. The writer developed grade level lesson plans and repeated the material at the grade level, individualizing to meet the needs of each classroom for total affective activities.

Rules were developed for small group counseling. The primary students were asked to:

1. One person speaks at a time;
2. Listen carefully;
3. Stick to the point;
4. Don't change the subject, and
5. Sit quietly.

The intermediate students were asked to:

1. Speak on person at a time;
2. Listen actively with your eyes and ears;
3. No cut downs or put downs;
4. Maintain confidentiality.

The groups were fun as well as beneficial for feelings, self-concept, and good mental health practices.

Parents approached the counselor or scheduled appointments for referral agencies and services. A list of referral sources was developed by the writer for health and mental health agencies. Organizations providing eye exams, glasses, shoes, etc. were contacted as each need arose.

The counselor had several adjustments to make for students of a second language and culture. The school's population was 51% hispanic but other languages and cultures were represented. Haitian children speaking Creole, Canadians speaking French, South Americans speaking Portuguese, and Far East Indians all exerted individual pressures and need for services. Forms to communicate with parents needed to be translated. This proved to be a growing experience.

One area that had an impact on the implementation experience was the high student transfer and entrance rate of 40%. As the writer implemented one area of the guidance program, the change in student population required repeating that material to new students in order to meet the goals on a satisfactory basis. Not everything could be repeated. The writer placed a tablet in the registrar's office to list new students and their teachers. One day a week the writer would gather those students for an orientation. A tour of the school included meeting the special people that worked in that area such as the principal, vice principal, librarian, school secretary, etc. The location of the guidance office and opportunity to meet with the counselor would be explained. This helped solve some of the problems in this area.

The fact that the writer worked with three different vice principals during the implementation period had an impact on the experience. Each vice principal had a different management style, method of dealing with discipline problems and different relationships with the principal. This impacted on the responsibilities of the counselor. Staff members noted the

differences and would bring issues to the counselor at various times that required administrative action. A working relationship was established with all three of the vice principals. Positive comments on the guidance program were made by all administrators on lesson plans, evaluations, and in personal conversations.

The counselors in the North Area of the county meet on a monthly basis for the discussion of area issues and concerns and opportunities for inservice education. The chairpersons are elected by the counselors to represent them and plan the monthly meeting. The writer was elected by her peers to chairperson for the 1987-88 school year. This opportunity gave the writer the chance to meet valuable resource personnel from throughout the city, attend citywide planning meetings, and get to know her peers personally and professionally. It has been a rewarding experience to date.

The teachers have been most supportive of counseling services. Every teacher has referred students for counseling, referred students to Child Study Team, and have had some consultative services with the counselor. The counselor received cooperation from teachers when schedules needed changing, when students were removed from class, and when the counselor was taken for action necessary in another teacher's class or another area of the school. A working relationship was maintained with every teacher for the entire 1 1/2 year experience. Favorable comments were always given to the counselor and messages of appreciation for services to children, parents, or services to children, parents, or teachers were numerous. A committee of five teachers was selected to

nominate the school's teacher of the year. The writer was one of the three teachers nominated by this committee.

Every individual that participated in this practicum made a positive comment afterward. They shared with an administrator of their desire for these opportunities to continue. Every newsletter was commented on. Teachers stayed after activities and conferences to talk and share concerns. Students frequently verbalized how the guidance program was different from the program before. Positive comments were the norm from parents too.